DOCUMENT RESUME

ED 158 154 CG 012 607

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TITLE	Wavelengths.
SPONS AGENCY	Massachusetts State Dept. of Education, Boston. Bureau of Special Education.
PUB DATE	Jan 77
NOTE	77p.; A publication of Project CORE
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	*Dating (Social); *Interpersonal Relationship; Marriage; Mate Selection; Resource Materials; *Self Concept; Self Evaluation; *Sexuality; *Social Development; Study Guides
IDENTIFIERS	Project CORE

ABSTRACT

This self-study guide is intended for young people between the ages of 16 and 22. It is divided into nine sections, each dealing with a potential problem area topic such as friends, love, sex, and marriage. A short introduction heads each section and is followed by a variety of activities. The activities include suggestions for verbal, written, artistic, musical and feeling-oriented experiences. The last section draws the whole book together by helping the user of the guide to apply the learnings in the first eight sections to himself as a part of a community. This guide can be used alone, with friends, or with a trained group leader. Its purpose is to help the individual better understand himself and his relations with others. (Author)

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WAVELENGTHS

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January, 1977

CG 012 607

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SO YOU WILL KNOW . . .

Welcome to *Wavelengths*. *Wavelengths* is a self-study guide. Don't let the word "study" scare you away. It's not the kind of studying that you usually do in school, like math, English, or history. Rather, it's a guide to studying YOU. And if you decide to accept the challenge, *Wavelengths* can help you:

Find out who you are — See things as they really are
Get along with others — Stand back and watch yourself
Like yourself — Discover your own values and needs

Wavelengths was written mainly for people who are between 16 and 22 years old, and who may be dropouts, or locked up, or just plain bored with school. But as everyone who's been involved with it has found out — it doesn't matter who you are. *Wavelengths* is about things that concern almost everybody.

This is not a recipe book. It doesn't tell you that if you mix a pinch of this and a cup of that you'll get "happiness." In fact, *Wavelengths* doesn't have answers in it at all — just questions. And there aren't any right or wrong answers to those questions. The reason for that is simple. Nobody can live your life for you. You are the only one who can decide what's best for you. Besides, none of us has all the answers. We have the same job to do as you!

HOW TO USE WAVELENGTHS

Wavelengths is divided into nine sections. Each section is about a topic that often causes problems for people. (Friends, love, sex, and marriage to name a few.) The sections can be used in any order, and can be used by themselves, or two or more together. That means you can pick and choose. Something that interests you one day, may not interest you the next. It's up to you.

Each section has a short introduction, followed by a variety of activities — verbal, written, artistic, musical, and so forth. You probably won't like them all. But if one thing turns you off, try another. Take as much time as you want. Be honest with yourself, be patient with yourself, and ask for help if you need it. Maybe you can help someone else in turn.

Wavelengths is set up so you can use it alone, with a few friends or with a trained person leading a group. Feel free to use it in the way that best suits you.

YOU AND YOUR COMMUNITY

As people begin to study themselves, sometimes what they think is best is different from what the community they live in thinks is best. (Like if you've invented a machine that can destroy the world in a split-second, other people might not be too anxious to have you test your invention.) But the community isn't always right either. It makes mistakes just like individuals do. (You probably won't have any trouble thinking of things that your community has done wrong.) But that brings up an important point. What is a community anyway? Isn't it really just individuals trying to live together on this medium-sized planet called Earth? Don't small communities combine to make large communities called countries, and then combine again to make up the nations of the world? How do *you* fit in?

The last section of *Wavelengths* is about an imaginary community called Middle Haven. You may want to look at Middle Haven now and then as you think about the other sections. Middle Haven draws the whole of *Wavelengths* together. It is meant to help you think about what you've learned about yourself in the first eight sections, and apply it to the you who is part of a community.

JOURNAL

All through *Wavelengths* you'll see notes about keeping a *JOURNAL*. You may decide to get hold of a notebook *(JOURNAL)* and write your thoughts down as you go along. Many people have found that writing helps them get things straight in their heads. It's also fun to keep a record of your own progress. If you've ever been on a diet you know how good it feels to look back and see how much weight you've lost. A *JOURNAL* can help you feel good about yourself.

One last thought: Let this book be your friend. If parts of it don't mean anything to you right now, hang on to it — maybe a few months from now it will be right on your "wavelength."

WHAT DO YOU THINK ?

Have you ever noticed how often you are asked to "take a stand" on something? If it's not your friends asking you what you think about a new motorcycle on the market, it's your parents wanting you to make up your mind about what you're going to do with your life. Sometimes deciding what you think is easy, but sometimes it's really tough. And sorry to say, the older you get, the more confusing and complex the decisions become. You have to consider your own feelings, your friends' feelings, your parents' feelings, what's right and wrong for you, what's important to you, and lots more. Then it's hard to balance all those pros and cons and make a decision.

A lot of times, people don't know why they think the way they do. They make decisions and take stands almost unconsciously; important decisions too, like getting married, quitting a job, or running away from a bad situation. Maybe that's why so many older people say that if they had it to do over again they would live their lives differently.

Practicing how to make decisions helps. If you can go over a problem in your mind, you can consider all the alternatives, think about what might happen, and how you feel about it. While you're at it, you'll find out quite a lot about your own values and beliefs.

This activity will give you practice at sorting out your thoughts and coming to a decision. The questions aren't personal. They are general ones that ask you to figure out some of your own values. But decision-making is the same whether or not it's a personal matter. And it sure is worth the effort.

How to Make Decisions

This first section of Wavelengths will help you practice making decisions. Here is one method that has worked for many people. See if you can make it work for you.

1. State the problem in one sentence.
2. Gather all the information you can about the problem.
3. List the choices.
4. Think about your own values (opinions), interests, needs, feelings.
5. Think about the immediate results and future results of all the choices you listed.
6. List the choices in order of your preference.
7. Make a decision.

A NOTE ON FACTS AND OPINIONS:

As you begin to examine your values, it is important to remember the difference between *facts* and *opinions.* These are normal ways of responding, and often people use both *facts* and *opinions* to make a decision.

A *fact:* Based on your direct experience or observation. Or, can be tested to see if the "fact" is true. Facts don't have anything to do with "good" or "bad." *Example:* In the United States, more people live in cities (urban) than live in the country (rural).

An *opinion:* Based on your personal reaction or feelings. The feelings help you reach an "opinion" about whether something is "good" or "bad," "right" or "wrong," "prettier" or "not as pretty," etc. *Example:* Thin women are better looking than well-rounded women.

Be careful! Sometimes it's hard to tell what's *fact* and what's *opinion. Example:* It is a *fact* that many legal abortions have been performed safely in the United States. How you feel about that is your *opinion.*

STAND UP AND BE COUNTED

Following are several topics to think about and discuss. For each there is a **Statement** that will tell you what topic to consider. Then for each **Statement** there are **Related Questions.** The **Related Questions** are meant only to get you started thinking about the topic— there are many other questions that you will think of as you begin to come to a decision.

Based on your personal experience and knowledge, and using the method outlined above, take a stand "for" or "against" each statement. Make sure you can list your reasons.

After you have taken your stand for each, try reversing your position and see if you can list reasons for the opposite point of view.

Now compare the two positions. What is your final "Stand Up and Be Counted" position? Has it changed? Why?

Statement: All students must study the history of black people in America.
Related Questions:

Would the study of black history create more negative feelings among whites toward blacks? More negative feelings among blacks toward whites? Why?

What would you have to do to show people how you felt about this issue?

How would you get your point of view across to a school system if the system did not agree with your position?

Statement: There should be forced busing to integrate schools.
Related Questions:

How far and how long do (did) you have to ride on a bus?

Is the quality of education affected by busing?

Who gets bused and who determines this factor?

Can students handle problems of busing better than parents? Why?

What are the reasons for busing, and does the federal government have the right to enforce busing?

Are busing problems determined by where people live? What are the differences between the Boston, Mass. and Louisville, Kentucky, busing problems?

Statement: There are more integration problems in the South than in the North.
Related Questions:

How has the South been handling integration? How has the North?

How has the federal government helped and/or hindered the problems?

How do you think people in the South feel about the integration problems in the North? How do Northerners feel about integration in the South?

How are people going to learn to live together?

Statement: An owner of an apartment or a house should have the right to rent to whomever he or she pleases.
Related Questions:

As an owner of property, whom would you rent to and whom would you not rent to? Negro? White? Puerto Rican? Mexican? Indian? Oriental? Jewish? Irish? European? Why? What is the basis of your decision?

Should an individual have the right to hold whatever beliefs he or she wants to even if he or she discriminates against someone else?

What are the legal options of the individual who wants to rent? For the owner?

Statement: An ex-convict should be deprived of his or her rights as a citizen.
Related Questions:

What are the laws in your state regarding the civil rights of an ex-convict? Do you feel the law is fair? Why? Would you be in favor of restoring civil rights to an ex-convict? To some ex-convicts? None? Give your reasons.

How does society treat a convict's family? How does society treat an ex-convict? A parolee? A young person in a reformatory?

How were you punished at home? At school? By the community? Who punished you and for what reason? In your opinion were your punishments fair? What happened to you after each punishment? Did you learn anything? What? Why? For what reasons and how would you punish someone? What would you expect to happen afterward?

What do you feel is a fair punishment for someone who has committed a crime? Can you give examples of crimes and what the possible punishments are for those crimes? What do you think the punishments should be?

Statement: Inmates should be allowed to run for public office in the community in which the prison is located.
Related Questions:

Would state and nationwide television coverage of a prisoner running for office help other inmates, or would this cause hostility among inmates? What effect would a prisoner running for office have on the community? The prison?

What are the necessary qualifications of a person running for public office within your community? Should any of the qualifications be changed? Why?

What might happen if inmates were allowed to register to vote in an election?

Statement: Riots in prisons are good because they let people on the outside know about prison conditions and the problems of inmates.
Related Questions:

What types of individuals (social workers, etc.) work with prisoners? Who should work with prisoners? Why? Should people who work with prisoners be required to have the experience of living in a prison? Why? Would they have a better understanding of prisoners? Why?

Should state and federal governments give more money for prisons? Why? What would be your plan on how the money should be spent?

Should the citizen that obeys the law have to support prisons and prisoners? Why?

Should ex-cons be required to work for a period of time while they are on parole? Why?

Do you think prison guards are brutal and humiliate prisoners? Why? What situations might cause a guard not to act in the way he or she should?

Statement: Police officers should be expected to be honest.
Related Questions:

What is honesty? How do you maintain honesty? In your opinion is it sometimes better not to be honest?

What is the job description of a police officer? What would you write as job requirements? What is a police officer's salary? Do you feel that is enough money?

What is police corruption, and what is its connection with crime?

Should patrolman Frank Serpico have reported his fellow police officers? What would you have done?

Statement: Abolishment of the death penalty does not affect the crime rate.
Related Questions:

If a state had the death penalty, would there be less crime? Why?

Is "a life for a life" morally right? Why?

Is killing justifiable? If so, when and why?

Are there any crimes for which a person should receive the death penalty?

Statement: There should not be any prisons except for institutions to house "hard core" criminals.
Related Questions:

Do prisons make prisoners more corrupt? Why? How?

What kinds of rehabilitation programs are offered in prisons? Do they help prisoners or are they worthless programs? Why? What would you design as a plan for rehabilitating prisoners?

What would you do with a person who broke the law?

Should there be any differences in treatment between women and men?

What would you consider "hard core" crimes?

How could you convince a community that there should not be any prisons except for institutions to house "hard core" criminals?

Statement: Rehabilitation should be the goal of prisons.
Related Questions:

How do you feel about the idea of rehabilitation?

What is the most common crime in the U.S.? In your state? Who commits it?

Do local jails "breed" hardened criminals? What about state and federal penitentiaries?

Is it realistic to believe there can be rehabilitation behind bars? Why?

How often do people who have been in prison commit crimes again? Why do you think that happens?

Would a plan to allow inmates to have jobs in the community during the day and return to prison at night work in your community? Why? What would be the problems?

Why are some citizens hesitant to hire anyone with a police record? What can someone with a police record do to help reeducate people? What can people in the community do to help?

Do you believe that there are criminals who cannot be rehabilitated? Why?

GETTING TO
KNOW YOU

If you're like most people, you spend a lot of time wishing you were different—looked different, had a different body, were smarter or more popular, or had a better sense of humor. It *is* a good idea to realize that you can improve, but there's an old saying: the key to happiness is liking yourself as you are.

Forget about comparing yourself to everybody else for a minute. What do you know about *you*? Can you describe yourself without putting yourself down? How does your body feel when you get mad at somebody? Do you get depressed when you have a cold? Do you walk fast or slow when you walk alone? WHO ARE YOU?

Part of getting to know yourself is realizing that your body and what's "inside your head" go together. One affects the other. And the more you learn to pay attention to yourself—to your body and your mind—the more you will understand what makes you just a little bit different from everybody else in the whole world.

These activities can help you get to know and like YOU—your body, your emotions, and your behavior. In the beginning it might be tough and even embarassing, because most people are a little afraid to find out who they really are. But give it a try. You may surprise yourself!

MIRROR

Look at yourself in the mirror, paying particular attention to the way your body expresses who you are. Write down five things you see. (For example, your mouth looks tense, your eyes look tired, you look calm.) Look away from the mirror and write five things that you know about yourself that you didn't see.

Look at yourself again in the mirror and write ten *other* things you see. Look away from the mirror and write ten things you know about yourself that you didn't see.

JOURNAL NOTE: Write down what you learned about yourself that you didn't know before, paying particular attention to the things you learned about yourself that don't show on the outside.

PICTURES

Look for pictures of faces in magazines. Cut out five eyes, five hair styles, five mouths, five eyebrows, five cheeks, and five chins with or without beards. Try and find pictures that are very different from each other. Paste each set of five on a separate piece of stiff paper or cardboard.

Look at these pictures with friends or alone, and try and decide what emotion each is expressing. (One eye shows anger, one sadness; one chin is quivering with fear, another is firm and stubborn.)

How do emotions show on people's faces? Do you notice emotions on the faces of people you know?

Now make one huge "portrait" of your body. Use picture cutouts, paint, pieces of yarn, clothing, etc. Make it look as much like you as you can. Be sure to include distinctive features like freckles, moles, and scars.

JOURNAL NOTE: Write your thoughts about what the huge "portrait" looks like, what embarrassed you, what pleased you, and any other ideas that seem important.

Think about:

- What did you put on your "portrait"? What do you think your friends would have put on it?
- What did you notice about yourself that you've never noticed before?
- Did you purposely leave something out? Why?
- Ask others if they think your "portrait" is a good representation of you. Why or why not?

BODY MOVEMENT

Listen to music that makes you want to move your body. As you get the feeling of the music, try pretending you are your favorite animal, an athlete, your favorite actor or actress, a rock music star, a police officer, your brother or sister, or anything else that fits the music. If you can, watch yourself in a mirror.

Think about:

- How did you feel while you were pretending? Did your feelings change as you moved? Why?
- What different body movements did you need? What parts of your body did you use? Did you feel clumsy, awkward, foolish, proud, graceful? Why?

Try another kind of music, and pretend you are something very different from the first time.

- What were your feelings this time?
- What changes did you make in how you moved? What didn't you change?
- What parts of your body did you use?

Other things to try:

Move through space like a robot, keeping your arms and legs stiff.

Pretend you are a war hero, or a goddess, or a superman.

Think of the things you do when you get up in the morning. Now pretend you're in a movie, and do all those things, first in slow motion, then

fast speed, then if you're really good, in reverse.
Pretend you are a needle and thread, and embroider a pattern on the floor.
Take a pose and be a: skyscraper, sailboat, link in a chain, ocean wave, or apple tree.

YOUR FIVE SENSES

First See and Touch. Spend at least 15 minutes touching as many interesting objects as you can. (For example, clay, sand, clothing, soap, garbage, tree trunks, flowers, cream, mud, or pine needles.) Concentrate fully on whatever you are touching. Think about the temperature, the texture, the shape, the weight, and the size. Can you "understand" the object through your hands?

Put your hands out into space. Feel the space around you. Shut your eyes and touch your face. How does your face feel when you really concentrate on the sense of touch?

Add Sound. Shut your eyes and relax your body. Listen to the sounds outside the room, then inside the room, nearer yourself. . .inside yourself. Now, concentrate for a few minutes on something you remember especially for its sound.

Open your eyes. Stare at the very first thing you see. Concentrate on it. Put sight, sound, and touch all together. What happens? How do they mix? What happens to the different senses?

Add Smell and Taste. Smell the air. Discover it. Breathe deeply several times. How many different smells do you notice? Think about the smells that go along with each of the four seasons. Think of memories you associate with smell. How does smell affect your feelings? Now combine smell, touch, sight, and hearing. Is it harder to concentrate on only one sense now?

Eat one of your favorite foods. How does it taste? How does the smell affect the taste? Now try to describe your favorite food using all your senses. What do you notice that you haven't noticed before?

Think about:

- How can you "sharpen" your senses?
- What would it be like if you didn't have the sense of touch, smell, sight, sound, or taste?
- Do you know someone who doesn't have one of the five senses? If so, how do you treat that person? How do you feel about him or her? How does that person treat you? How do you think he or she feels about you?

A FANTASTIC TRIP THROUGH YOUR BODY

Soft background music might help you get in the mood.

Do a relaxing exercise before starting this activity. Here is a good one:

1. Stand with your feet apart, knees slightly bent.
2. Reach upward with your right hand. Stretch for something.
3. Let your right hand fall back. Then reach up with the left. Repeat three times, alternating right and left.
4. Return to starting position. Raise both arms in front of you, palms down, to shoulder height. Stretch outward.
5. Bend forward and down, allow arms to swing, fingers brushing the floor with your head down. Bounce five or six times.
6. Stand upright and place your hands behind you on your buttocks,

lean backwards, slide your hands down your legs and drop your head backward.

7. Return to starting position.*

Now, be in a comfortable position and begin to take a fantastic trip through your body. If you have trouble starting, this might help:

> *Imagine that you are in a tiny submarine that has very large portholes and a searchlight in the front, and a comfortable chair to sit in and look out. Get comfortable for the trip. Here you go. You float slowly into your mouth. Look at the huge teeth on all sides. Dangerous looking aren't they? How many are there? Shine the light around. It's like being in a cave isn't it?*
>
> *Now float slowly over to that large black opening at the back of your mouth, and slide gently into the passageway of your throat. Wow! What was that sudden hurricane-like wind that made the boat spin around wildly? You must have coughed. You'll have to hang on tight. It can get pretty rough in the air passageway....*

After the fantasy, discuss, write about, draw something, or think about:

- What did your imaginery trip "feel like"? What parts were wet? Dry? Hot? Cold? Noisy? Quiet? What was the most beautiful part of your body? The ugliest? Why?
- What parts of your body were moving all the time? What parts were resting?

Pretend your body is a factory. What would be the main office? The maintenance department? The most important machines? The elevators? The lounge? The switchboard?

* This exercise was adapted from: Elizabeth W. Flynn and John F. LaFaso, *Designs in Affective Education, A Teacher Resource Program for Junior and Senior High*, New York: Paulist Press, 1974, p. 83.

BODY EXPRESSIONS

In English, there are a lot of expressions that include body parts. For example:

"get off my back"	"egghead"
"cry your eyes out"	"highbrow"
"pain in the neck"	"kick in the pants"
"shoulder the load"	"have a heart"

Can you think of others? Why do some parts of the body lend themselves more to body expressions than other parts?

CHANGE

Working with another person, sit facing each other for five minutes without talking. Observe each other closely during that time. Turn your backs, and each of you change five things about yourselves. Face each other again, and try to tell each other what five things have changed.

Turn your backs again, and this time change ten things about yourselves. Face each other again and tell what ten things have changed.

Discuss:

What did you do more, remove objects or add objects to make changes? Is it easier to remove objects than to add them to make changes? Why don't most people think of adding new objects (or experiences) to make change?

Why do you think some people might not want to do this activity?

What feelings did you experience while you were doing this activity? What emotions did you express?

Is it easier for you to change, or to resist change? Why? Why do people want change but then not spend any effort trying to make it happen?

What do you want to change about yourself? What things don't you want to change?

EXPRESSING EMOTIONS WITHOUT WORDS

Make a list of emotions that can be expressed without words. (Here are some suggestions: fear, hate, confusion, anxiety, nervousness, embarrassment, love, happiness, disappointment, disgust, surprise, dreaminess, sorrow, hope, depression, stubbornness, unhappiness.) Try to express a few emotions to someone else without speaking. See if he or she can guess the emotion you are trying to convey.

Think about:

- How did you feel while you were expressing these emotions? Were you embarrassed? Was it fun? Were you successful in communicating the emotions?
- Have you ever thought about how the parts of the body are affected by emotions? (Headache, stomachache, blushing, sweating, shaking, heart pounding, tears, etc.) How much do you think emotions have to do with body health? Why?
- Can you think of some illnesses that are at least partially caused by emotions? (For example, high blood pressure, tension headache, stiff neck and backaches.) What can you do to avoid them?

YOUR EMOTIONS

Have you ever watched a baby have a temper tantrum? Usually, babies (and adults, too!) get angry because they're not getting something they want. They get very red faces, wave their fists, and scream and yell. Well, that's just one example of how people express emotion. Other people don't let out what they're feeling. They keep things all bottled up inside them, and go around with long faces. That's expressing emotion too, just like yelling and screaming, only in a different way.

JOURNAL NOTE: You may want to write this activity in your journal so you can look back on it later.

How do you handle your emotions? Do you usually let everybody know exactly how you're feeling, or do you keep your feelings inside? Sometimes one way of expressing yourself is good, sometimes another. But whatever way, it's a good idea to learn how to *control* your emotions.

"Controlling" emotions means that when you feel something, you can *decide* how you're going to react. For example, if you get very angry about something your kid brother does, you *decide* not to hit him with a baseball bat because you have *thought about it,* and you know that you might hurt him. You do decide though, to let him know you are angry, and tell him why. That's expressing emotion, but with control.

If you lived on an island all by yourself, controlling your emotions might not be important. But you probably live with other people around, and since

they all have feelings and emotions too, things could get pretty wild if nobody controlled themselves. Think about that. . . .

This activity is about the emotions that make you feel good, and the ones that don't, and how you express them or control them. This activity won't tell you what you should do. That's up to you to decide. But it will help you learn more about yourself and how you get along with the people around you.

Before you begin, think about these questions:

- Do you think you should control your emotions? Why?
- Should other people have to control their emotions? Why?
- Does society expect you to control your emotions? Why?
- Can you be honest and open about your emotions? Why?

(This activity has five parts.)

1. Keep a chart of your emotions for one week. At the end of each day, choose the one emotion for that day that was the strongest, or was the most important to you. Some examples of emotions are: pain, hate, love, peace, anxiety, hurt, happiness, depression, excitement, anger.

Now fill in a chart like the one below for each day of the week, answering the questions as best you can.

SAMPLE:

The emotion _____.

Day of the week _____.

The situation that caused that emotion _____
_____
_____.

Am I satisfied with my reaction to the emotion? _____. **Why?** _
_____.

Do I want to change my reaction to the emotion? _____. **If so, how should I begin to change?** _____
_____
_____.

2. Keep a separate chart like the one below for two weeks. At the end of each day, mark the three strongest or most important emotions you experienced that day. Then, at the end of the second week, total up your marks to see how many times you have experienced each emotion. List your own emotions. They may be different from the ones in the sample.

SAMPLE:

	Number of Times:									
The Emotion	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Pain	X	X								
Hate	X	X	X							
Love										
Peace	X									
Anxiety	X	X	X	X	X	X	X	X		
Hurt	X	X	X	X						
Happiness	X	X	X	X	X					
Depression	X	X	X							
Excitement	X	X								
Sadness	X	X								
Anger	X	X	X	X						

Now list the emotions in order, from the most times to the least, based on the chart you kept for two weeks.

For example:

Anxiety 8
Happiness 5
Hurt 4
Anger 4
Hate 3
Depression 3
Pain 2
Excitement 2
Sadness 2
Peace 1
Love 0

Which emotion did you experience the most? Can you give a reason?
Which emotion did you experience the least? Can you give a reason?
Do you like your emotions? Why?
Do some of the emotions that you experienced frighten you? Why?

3. Read the chart below, and fill out 1, 2, and 3. Try out your choices for a week. Then fill in 4. Do a chart like this for each emotion or feeling you want to change or control.

1. The emotion I want to change is _____
_____
_____.

2. The way that I think I will change the emotion is _____
_____
_____.

3. The next thing I will try if the first attempt doesn't work is _____
_____
_____.

4. What happened after I tried 2 and/or 3 _____
_____
_____.

4. Think about or write in your *JOURNAL:*

Which emotion do you consider to be most important? Why? If you wanted help with understanding your emotions, who would you contact? Why?

Which emotion did you want to change? Why? Why did some choices work for you? Why didn't others? If you tried a second choice to make a change, did it work? Why? Will you keep trying to make a change if you haven't been successful so far? Why? How do you handle failure? How does it make you feel? How do you handle success? How does it make you feel?

Did you find this activity helpful? Why?

5. Think about times when you have had to control your emotions. Now write in your *JOURNAL :*

- **a brief description of each situation**
- **the emotions you had to control**
- **the reasons for deciding to control the emotions**
- **how you controlled the emotions**
- **the result**

Think of people who are in situations where it is necessary for them to control their emotions. (Politicians, teachers, doctors, lawyers, parents, mechanic, salesclerk) Why might they want to control their emotions? When wouldn't they? What would happen if they didn't control their emotions? Why?

Think of the ways you behave. On the list below, add other words that apply to you, and cross out the ones that don't apply. Put a check next to behaviors that you believe are true for you.

Now tear out the second check list of behaviors and give it to someone you trust. Do not show that person *your* list. Ask that person to check off the words that he or she thinks are true for you.

Compare the two lists.

THIS IS YOU			
Drinks	Check	Works cooperatively	Check
Talks a lot		Communicates well	
Uses drugs		Listens	
Rebels		Is understanding	
Disobeys authority		Is kind	
Is stubborn		Is considerate	
Withdraws		Shares	
Cares		Has temper tantrums	
Disrupts groups		Is sarcastic	
Helps others		Bullys others	
Is sensitive		Violates curfew	
Is concerned about others		Smiles	
Is cowardly		Is bored	
Is aggressive		Is brave	
Fights		Tackles problems	
Runs away from home		Is shrewd	
Isn't afraid of anything		Is daring	
Protects others		Lies	
Is hostile		Steals	
Cheats		Eats too much	
Blames others		Smokes	
Blames self		Laughs	
Is defiant		Loves	
Thinks a lot		Is shy	
Is cautious		Is strong	

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Think about:

- How are your ideas about yourself different from the ideas of the person you trust?
- Which list is more accurate? Why?
- What do the lists tell you about yourself?

Look at your own list again, and arrange the words in three categories:

1. Good behaviors for me
2. Bad behaviors for me
3. Behaviors that are sometimes good and sometimes bad for me

Under each category, write down at least two examples that you can think of when you behaved in that particular way. How do you feel about those situations now?

You may want to share this activity with your friends. You also may want someone to help you with this activity. Don't be afraid to ask.

THIS IS *(Your Name)* _____			
	Check		Check
Drinks		Works cooperatively	
Talks a lot		Communicates well	
Uses drugs		Listens	
Rebels		Is understanding	
Disobeys authority		Is kind	
Is stubborn		Is considerate	
Withdraws		Shares	
Cares		Has temper tantrums	
Disrupts groups		Is sarcastic	
Helps others		Bullys others	
Is sensitive		Violates curfew	
Is concerned about others		Smiles	
Is cowardly		Is bored	
Is aggressive		Is brave	
Fights		Tackles problems	
Runs away from home		Is shrewd	
Isn't afraid of anything		Is daring	
Protects others		Lies	
Is hostile		Steals	
Cheats		Eats too much	
Blames others		Smokes	
Blames self		Laughs	
Is defiant		Loves	
Thinks a lot		Is shy	
Is cautious		Is strong	

FRIENDSHIP:

CLOSE FRIENDS
OTHER FRIENDS
GROUPS

Almost everybody wants friends. It's a nice feeling to know that there are people in the world who care about you. At times you'll have a very special friend—somebody who "understands" you. Other times you'll have a whole group of friends, and all of you will do things together.

Just like anything else though, there is a not-so-good side to friendship. Maybe your "best" friend turns out to be not so "best" after all. Maybe your group is putting pressure on you to do something you're not sure you want to do. Or maybe someone you care about is making a lot of demands and taking advantage of you. Can you handle situations like these, or do you need practice? Do you know how to say "NO" without being misunderstood?

How to get along with your friends and the other people around you is something that may take you quite a while to figure out. (Some people never do get it straight.) Don't give up though. It takes practice and caring enough about yourself to work at it.

Some of the ideas in these activities might help you. They are about what a friendship is and how to keep a good one going; about your group, and how you can belong without giving in to pressure; and last, about what it means to get along with people—not just your friends, but everybody.

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WHAT IS A FRIEND?

Demonstrate in some creative way (painting, photography, drama, writing, etc.) what the word "friend" means to you. Include if you can: the things you do if you are a friend to someone, how you feel about your closest friend, and the unpleasant events that happen in a friendship.

Think About:

- Who are your friends? Why are they your friends? What makes a friendship?
- Do you sometimes think someone is your friend, only to find out that he or she does not consider you to be a friend? Why does that happen?
- Is there a difference between "being" a friend and "having" a friend? How? Why?

"BEST" FRIEND AND OTHER FRIENDS

JOURNAL NOTE: This activity is a good one to keep in your journal.

A. Pick a good friend that you have (or had in the past). Make a list of all the reasons you like (or liked) that person. For example: easy to talk to, fun to be with, good-looking, popular, likes the same things I like, stands up for me when I'm in trouble.

B. Next, make a list of all the reasons you think that person likes (or liked) you. (Try to pretend that you are your friend, and look at yourself from your friend's point of view.)

C. Now write down the things that you do to be a good friend to that person. Include such ideas as:

I try not to criticize my friend.

I do things for my friend that I wasn't asked to do, but I do them just because I feel like it.

I don't talk about my friend behind his or her back.

If I hear someone gossiping about my friend, I ask that person to stop it.

(What do *you* do?)

D. Think about what you have written so far, and see if you can answer these questions:

Would your friend do as much for you as you would do for him or her?

Would you do something dangerous or against the law if your friend asked you to?

What happens when you and your friend disagree about something?

Do you trust your friend? Do you think your friend trusts you?

Do you care enough about your friendship with this person to work out a problem if something happens between you? Does your friend care enough?

E. Think about other people you know who are your friends, but not as close as your good friend. Why do you like them? Do you have as much "in common" with them as you do with your close friend? Now list the ways that you behave toward those people because they are your friends. For example:

I try to be pleasant when I am with them, and not argue.

I try to listen to what they have to say, even if I don't agree.

I try to respect property that belongs to them as if it belonged to me.

I think of them as equals, no better or no worse than me.

F. **Think About:**

- What is the difference in the way you behave toward your close friend and toward your other friends?

●What does it mean to say that you have "more in common" with a close friend?
●What do you do if a friend turns out to be a "bad" friend? How would you feel if that happened?
●Is there any way of knowing whether a friend will be a really good friend for a long time, or will turn out to be a "bad" friend? If so, how? Do you think you are a good person to have for a friend? Why? Why not?

GETTING ALONG WITH PEOPLE

Think about the list below, and check the things that you think are necessary for getting along with other people. Add other items that you think are needed.

- ☐ Respect different viewpoints
- ☐ Control your anger
- ☐ Don't let your feelings get hurt too easily
- ☐ Respect the property of others
- ☐ Try to cooperate when you work with others
- ☐ Don't let your first impression form your opinion of someone
- ☐ Accept people just as they are
- ☐ Stand up for what you believe in
- ☐ Try to be fun to be with
- ☐ Try not to hurt the feelings of others
- ☐ Be patient
- ☐ Be sympathetic
- ☐ Be understanding
- ☐ Don't judge people by what they look like
- ☐ Don't judge people by how they talk
- ☐ Give people a chance to "prove" themselves to you
- ☐ Be honest
- ☐ _____
- ☐ _____

Think About:

- ● How many of the items you checked do you try to do?
- ● Do these ideas apply to getting along with close friends as well as everybody else? Why?
- ● Do most people try to get along with each other? Why? Do you think it's hard? Why?
- ● Is it easier to do the items on the list with a close friend than it is with someone you don't know very well? Why?

LIVING ON AN ISLAND

Assume you are to spend the rest of your life on an island. All the comforts of life will be provided (housing, food, clothing, etc.). Choose six people to join you. You may choose anyone at all—someone you know, someone you don't know, or even someone who has a skill you think your island might need (a doctor, for instance).

Who would you choose?

What would be their ages? Sex? Race? Profession? List this information for each of them.

List what their values would be, what their personalities would be like, what they'd look like, and their abilities, intelligence, ways of behaving, and feelings.

What would the island look like?

Think About:

- Did you let your imagination flow? Why?
- Did you describe anyone you know? Explain.
- Give your reasons for describing each of the six people.
- Could you live on an island with only six people for the rest of your life? Why? What would be the problems? Advantages?
- What do you think would happen to you and the six people?

GROUP PRESSURE

Think about things that you have done just because the group was doing it. Why did you go along with the group? What would have happened if you had refused to go along? How much pressure does your group put on you?

Write "Yes" or "No" in front of each statement:

_____ I usually go along with the group.
_____ I usually get the group to do what I want.
_____ I lead the group.
_____ I pressure the group for my way.
_____ I am a follower in a group.
_____ I am afraid to stand up to the group when I don't want to do something they want to do.
_____ I usually never agree with a group.
_____ I usually never agree with a group but feel I must be a part of the group.
_____ I "bully" people within the group to do things my way.
_____ I let people bully me.

What have you learned about yourself?

YOUR GROUP

There's no doubt about it! Being in a group can be great. People in groups can go places together, pool their money, have parties, play team sports, share "resources" (cars, clothes, motorcycles, musical instruments), and lots of other benefits. But most important, it's fun to be with other people. Can you think of five reasons why you like being in a group?

1. _____
2. _____
3. _____
4. _____
5. _____

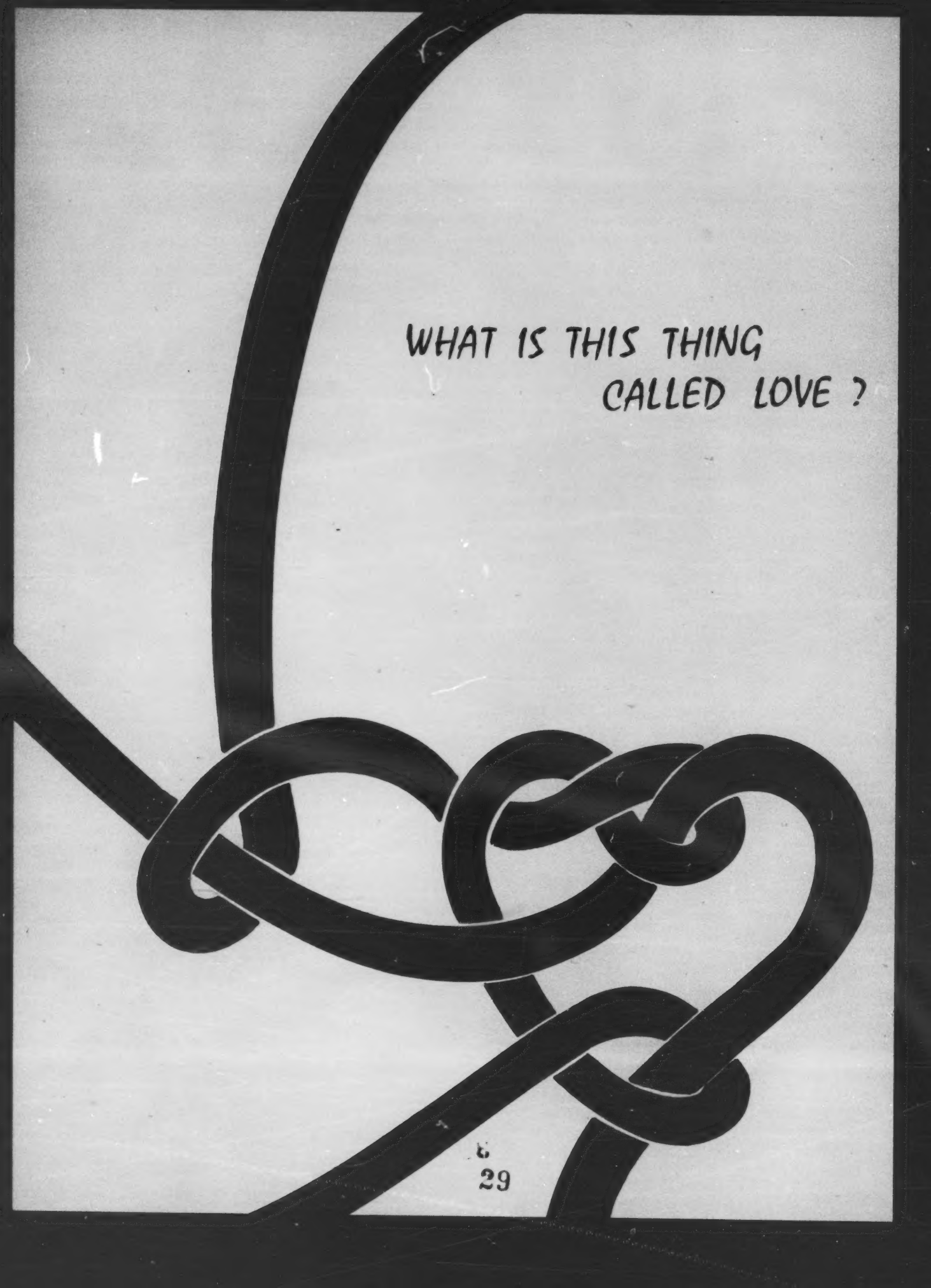
But sometimes people in groups do things that a person alone wouldn't do. Suppose for a minute that your group was going to do something illegal "just for the hell of it." For example: steal a car, shoplift, break into a building, or scare somebody with knives. Now suppose that you really don't want to go along. If you wanted out, what would you do? How would you stand up to your friends?

If you think that it's wrong for the group to do something illegal, you might want to practice what you would say or do in front of a mirror. What is the worst thing that could happen if you didn't go along? Would that upset you?

If you think that it's OK for the group to do something illegal, what are your reasons? Would people outside of your group think your reasons were good ones?

Think About:

- Do your friends respect your right to disagree with them? Why or why not?
- Can you be "yourself" when you are with your group?
- Is it important for you to belong to a group? Why or why not?
- What is the difference between going along with the group and thinking for yourself? If you think for yourself, does that mean you can't be part of a group? Why?


WHAT IS THIS THING
CALLED LOVE ?

Love is a tricky idea. Have you ever asked anybody what "love" means? Or what "being in love" means? Try it, and you'll probably get as many answers as there are people.

This section is about *your* attitude toward love: what it is, how you show it, who you love, your crushes, your romances, and your disagreements. To get you started thinking, here are a few ideas that some people have had about "this thing called love."

> ***Everybody seems to have trouble figuring out how to love. As kids, we learn very early that we can get what we want from our parents because they love us. When you're an adult though, that doesn't work, because it means that when you give love to somebody you expect something in return. Love can't be measured by the number of hours you spend with a person, the size of the gifts you give or receive, or the amount of money you spend. In a mature love relationship you don't think about what you'll get in return.***
>
> ***There's a difference between feeling that you love someone, and acting in a loving way. In fact, it's often the people we love the most who make us the maddest and whom we hurt the most.***
>
> ***It's normal to want to be with someone. It's also normal to be afraid, because when you open up to somebody you're more likely to get hurt. It takes guts to really love.***
>
> ***Love takes trusting, giving, and receiving.***

Maybe thinking about love and doing the activities will give you a new approach to loving not only the special person in your life, but loving yourself, your parents, children, and friends.

DON'T DWELL ON THE PAST — CHANGE THE FUTURE

THE WORD LOVE

So many times in today's world we hear or see the word "love." For the next week, be conscious of how many times you hear or see "love." You may want to keep a record of how many times it occurs, and note how it is being used. In your *JOURNAL*, write your definition of love and how you use the word. At the end of this section, go back and look at your definition. Are there any changes you want to make? If so, why?

FEELING UNLOVED AND NOT LOVING

There are times when we all feel we aren't loved — and maybe we aren't. It's a terrible feeling not to be loved, but it does happen. It's important to be able to distinguish between *actually* not being loved and *thinking* we aren't loved.

Think of ways that people *actually* are not loved. An example might be: If you had been a black student trying to integrate a school in the South during the 50's, you would actually not have been loved by the white school authorities. If you have access to a tape recorder, you may want to record your thoughts.

Now ask other people what they mean when they say someone is "not loved." Compare their interpretations to yours.

Now, think of ways people *think* they are not loved. An example might be: You have a date that you have been looking forward to for a long time. You get into an argument with your mother, and she punishes you by saying you can't go on your date. Her reasons are that you have been staying out much too late on other dates and you have to learn to be more responsible. You are very angry. You feel she is unfair, and that she doesn't love you or she would understand and let you go.

Ask other people how they *think* they are not loved. Compare your ideas to theirs. How are they alike? Different? Did others think of some situations that you hadn't thought of? Why? What is the difference between *actually* not being loved and *thinking* you're not loved? How can you learn to tell which is which?

It is difficult to admit to yourself that you don't love somebody you think you ought to love, but can you think of an example? Do you know why you don't love that person? You may want to think about: a) a special person you are going out with; b) parents; c) brothers or sisters; d) friends; e) or just not having found anyone to go out with whom you especially care for.

Should you feel guilty? Why? Why do you think that everyone doesn't love everyone else? Can you give examples to explain your answer? How do you feel when you don't love? Is it worth it to you to love everyone? Why?

Love is complicated, and it causes a lot of mixed feelings. It is something we all think about, and usually our feelings change as we grow and become more aware of ourselves.

Try drawing a picture, writing a poem, modeling in clay, making a movie, or anything else creative you like to do that shows:

You not being loved, not loving, and having no one to love.

or

You not being loved, not loving, but having someone special that you could love.

or

Others not being loved, not loving, and having no one to love.

or

Others not being loved, not loving, but having someone they could love.

What were your feelings while you did this? How do you feel now? What have you learned about yourself? About others?

Often a feeling of loneliness accompanies not being loved, not loving, or having no one to love. Have you every thought about how loneliness can be turned into love? A lot of people do it. Think of the lonely widow who does volunteer work at a hospital, or the Army private stationed in Korea who adopts an orphan. Now think of other ways to turn loneliness into love, and write them in your *JOURNAL*. You may want to get more ideas from other people. Write those in your *JOURNAL* too. Next time you're lonely, try using a similar approach.

THE KINDS OF LOVE

Let's look at this thing called love. Explain the meaning of each of the following, and consider the questions. Can you name other ways love is expressed? This list is not complete by any means!

Love for self means _____

_____

Consider — Do you love yourself? Explain how you love yourself. If you don't love yourself, why don't you? Do you believe that you have to love yourself before you can love others? Explain.

Love for someone special means _____

_____

Consider — Do you love someone special? Why? Is it important for you to love someone special? Why? Should everyone love someone special? Why? How could you show love to a special person?

Love as a way to escape means _____

_____

Consider — Think of people who love someone to escape. For example, to escape from living at home, living alone or being alone, having to make decisions, feeling pressure from friends, working, having to get another date. How do you escape? Is wanting to escape a good reason to love someone? Explain.

"First love" or "puppy love" means _____

_____

Consider —Judging from your definition, have you experienced "first love"? If so, what was it like and how did you feel? If not, can you imagine what it would be like? Someone might feel that a "first love" experience is not important. Explain why.

Love for neighbors, friends, and people in general means _____

_____

Consider — What are the differences in the way you love a neighbor, a friend, and people in general? How do you feel and behave? Compare the differences and similarities with your "first love" and your love for a special person.

Love for family means _____

Consider — Who are the people you consider to be your family? Name them and beside each name design a symbol or write thoughts that express your love for them. Do you love them all in the same way? Explain.

Love for your child means _____

Consider — If you have a child, how do you express your love? If you don't, can you understand love for a child? Explain. Do all parents love their children? Explain.

Now that you have completed this activity, do you think it is important to love everyone in the same way? Find poems, pictures, sayings, or posters that represent your answer.

LOVE IS AN ATTITUDE

Think about how giving or receiving love depends on your *attitude*. I'm sure you have seen posters hanging in stores or in a friend's room that have something to say on the subject. Look at the ones below and then design a poster that expresses your own attitude toward love.

"Unless you love someone, nothing else makes sense."
e.e. cummings

"Love is an attitude. . . in constant motion as the sea."
Walter Rinder

"The price of hating other human beings is loving oneself less."
Eldridge Cleaver

LOVING BEHAVIOR

What are some words that describe loving behavior—things that people in love do, say, or think? Examine the list below to see what you would include. Then pick out five of the words and see if you can think of a typical example to describe each. Feel free to add other words or phrases.

Sharing
Hating and loving at the same time
Being committed
Feeling compassion, gentleness, kindness
Being financially secure
Caring and understanding
Expressing sexual feelings
Feeling loyal

Feeling sincere
Respecting another person
Being patient
Appreciating
Accepting and approving
Having disagreements
Feeling secure with another person
Trusting and feeling confident
Being physically attracted
Expressing affection
Being responsible

Look at your list and circle *only* the words that describe *your* behavior. How do *you* show love? Which ones didn't you circle? From the ones you didn't circle, which ones do you wish were a part of your loving behavior and which ones are not important to you at all? Why is it difficult to express love?

WHY IS LOVE SO COMPLICATED?

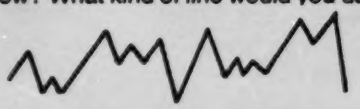
HAVING A CRUSH

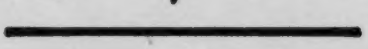
Most people have a crush at least once during their lives. A crush is a very intense feeling of love and admiration for somebody—sometimes realistic, but more often a fantasy that you enjoy in your head from a distance. Crushes are a way of "practicing love" by daydreaming (fantasizing) how it would be to love someone and be loved in return.

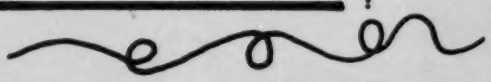
Fantasy is also an important part of a genuine mutual love relationship. It's fun, it's normal, and it may even be what makes romantic love so special!

Think about crushes and fantasies for a minute. Have you ever had a crush on someone? How did you feel? Describe any fantasies you may have had during your crush. Did the person ever know you had a crush on him or her? If not, why didn't you say something? What happened to your crush?

What colors best express your feelings about your crush? Soft blue? Hot red? Mellow yellow? What kind of line would you use to represent your feelings?

Hard and jagged  ?

Straight and long  ?

Smooth and curved  ?

All broken up ?

Use *your* colors and *your* lines to make a design with crayons, chalk, paint, or colored pencils.

Take this one step further. *Walk* like your lines, stepping slowly, smoothly, strongly, or suddenly. Close your eyes and move through space. Try to make you movements express the feelings of your crush. Make your body feel heavy with sadness, bouncy and full of joy, or sharp and full of anger. Sometimes you can feel two emotions at once. (For example, move your arms to express your desire, while your legs express your fears.)

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There are other ways to express feelings without words. In front of a mirror, act out the following situations without using words:

Trying to be near the person you had a crush on without being too obvious.

Becoming embarrassed when your friends discovered your feelings.

Being sad because the two of you weren't together.

Feeling overjoyed when you realized the other person felt the same way you did.

A FOUR-FACED MASK

Before starting this activity, gather materials to make a four-faced mask. You will need scissors, a mirror, paste, brushes, paints, crayons, and several of the materials below.

Suggestions For A Four-Faced Mask

Base of the mask:	Brown paper bag (you could use papier-mache to make it stiff, or work directly on the bag), cardboard box.
Hair:	Yarn, mop, wig, cotton balls, steel wool, string, strips of cloth.
Eyes:	Cut holes in the bag or box.
Eyelashes and Eyebrows:	Cat hairs, bristles from a brush, false lashes, string, yarn, wire, fur.
Nose:	Clay, ice cream cone, half of a ping-pong ball, corner of a milk carton, eggshell.
Mouth:	Plum skin, vinyl, colored gift wrap, wax lips, dough, clay.
Ears:	Peeling from an orange, clay, half of a paper cup or paper plate, crumpled foil.
Freckles or moles:	Beans, seeds, raisins, candy, paper, cloves.
Wrinkles:	String, pipe cleaners, wire.

Put all your materials aside and read on before starting!

Take five minutes and think about being with a very special person. How do you feel about the following ideas in terms of your own personal situation?

Experiencing love and learning more about yourself.

Trusting the person you love.

Believing that "love conquers all."

Growing wiser and more mature because you are (have been) in love.

Daring to love even though it sometimes hurts a lot.

Feeling pressured to be in love even if you're not sure it's really "you."

Now look at the chart below. The left column is a list of some of the things that can happen to people as a result of being in love. Circle *only* the results that have happened to you. For each circle, describe the situation and write at least three reasons for the result. (This might not be easy for you, but keep trying.) Go one step further, and explain what has happened to you or what you have learned because of that experience.

Possible results:	Situation	3 reasons for result	Learned from the experience
Disappointment			
Personal growth			
Becoming more sensitive			
Becoming more aware			
Deeper love			
Hate, anger			
Marriage			
Divorce			
A break up			
Fun, excitement			
New possibilities to explore			
More opportunities			
Happiness			
Adventure			
Unhappiness			
Tears			
Pain from being hurt emotionally			
Any other results that apply to you			

It is time to make your four-faced mask. Take your time and enjoy the experience of creating a different face on each side of the box or paper bag. This mask will help you think about the experiences you described above.

Put your mask over your head with one of the faces showing, and look in a mirror. Talk to yourself in the mirror about one of the experiences you described on the chart. Do this for about five minutes or until you have nothing left to say to yourself.

Turn the mask so that you now have a new face. Begin to talk again about the same situation, but this time describe how you felt. Turn the mask to the third face. Talk as though you had a very different point of view. Really try to think of things you never considered before. That might be a difficult direction to follow, but be patient. You can make it happen! Turn the mask for the last time. With this face express what you learned from the other three faces. *This* face can be a new person that has listened and formed new thoughts.

LOVE AND DISAGREEMENTS

Look at the list below, and put a check before the statements that you agree with.

_____ I believe I know what "romantic " love is.

_____ I think life will be "perfect" (happiness and no disagreements), if I can find the right individual with whom to be "truly in love."

_____ If I become involved in a love affair and problems arise, I will probably leave to find another person.

_____ I am disappointed when the sweet carefree feelings of romantic love clash with reality.

_____ I feel marriage cannot solve the problems of a love affair.

_____ In a relationship, my partner and I argue, but we try not to say anything that would hurt the other person's feelings.

_____ I think arguments weaken a relationship.

_____ I feel that resentment can build up if it isn't expressed, and will often explode into a knock-down-drag-out fight with each person trying to hurt the other.

_____ I feel inadequate if I am not involved in a love relationship.

When people have disagreements, arguments, "fights," or whatever you want to call them, they both have very real feelings and opinions that they want to express. Sometimes it is hard to see both sides of the story.

Write a script for two people who love each other but are having an argument. Both individuals have good reasons to support their positions. Your script should include dialogue, with each person having "equal time." Do you see any way your two people can resolve their conflict?

Here are some topics that often cause arguments between people who love each other:

- Money
- Sex
- Raising children
- Drinking, drugs
- Household responsibilities

GOING OUT

Several years ago, a comedian did a routine about a guy on a date with a girl he really liked. When they got home and he leaned over to kiss her, she backed away, thanked him for a "lovely evening," and dashed into the house. Where had he gone wrong? When he got home and looked in the mirror, he found that he had a piece of spinach stuck between his two front teeth. Funny? Maybe, unless it happens to you.

The comedian made a joke about the incident. But how do you think the guy felt? Why didn't his date just say, "Did you know you have a piece of spinach between your front teeth?" instead of going through the whole evening and rejecting the guy at the end?

A hundred years ago, ten years ago, or today—the situations may have changed, but the problems are still the same. When two people are trying to get it together, even having a cup of coffee can be complicated!

The activities in this section can help you understand your own experiences. They are about why you choose a certain type of person, what attracts you, what you like to do, and how you handle being rejected. As you work through them, try and figure out what you think is *really important* when you spend time alone with another person.

CHOOSING THE PERSON

How do you choose with whom you're going to go out? Think about the charts below, then try filling in the blanks.

Chart A. Fill out Chart A for someone that you *have gone out with already.* Put a (✓) next to the things you think about when you decide to go out with someone for the first time, and write your reason. Put an (X) beside the items that you consider when you continue to go out with the same person. Write your reason. Add any items you need to that aren't listed. (See sample.)

Now rate your list 1, 2, 3, 4,. . ., according to what you feel are the most important reasons for going out with that person.

SAMPLE CHART A
A PERSON I HAVE GONE OUT WITH

		Explanations	
✓ or X	Reasons for Going Out	Why Went Out the First time	Why Went Out Again
✓	Looks — Face and Hair	Very pretty	
	Looks — Physique		
✓	Clothes	Nice dresser	
	Religion		
X	Sexual		Found out she likes sex
	Sensitive		
X	Fun to be with		Never laughed so much on a date
✓	Popular	Everyone likes her	
X	Mature		She seems much older than she really is

CHART A
A PERSON I HAVE GONE OUT WITH

✓ or X	Reasons for Going Out	Explanations: Why Went Out the First Time	Explanations: Why Went Out Again
	Looks — Face and Hair		
	Looks — Physique		
	Clothes		
	Religion		
	Popular		
	Sexual		
	Ambitious		
	Interesting		
	Sensitive		
	Intelligent		
	Quiet, shy		
	A "good person"		
	Parents would approve		
	Fun to be with		
	Has money		
	Has good job		
	Leadership ability		
	Ability to communicate		
	Athletic		
	Studious		
	Age		
	Maturity		
	Has "manners"		
	Other:		
	Other:		
	Other:		

Chart B. Fill in Chart B for someone you know and *would like to go out with.* Take any items from Chart A that you have thought about as reasons for wanting to go out with that person and explain them as you did in Chart A.

CHART B
A PERSON I WOULD LIKE TO GO OUT WITH

Reasons for Wanting to Go Out	Explanation

Think About:

- Are Chart A and Chart B similar or different? How do you account for this?
- Do you think you change as you have more experiences? Why?
- As you experience more of life do you think the reasons you go out with someone change? If so, why?
- What have you learned about yourself from this activity?

FANTASY: THE IDEAL PARTNER

Write a *detailed* fantasy of your "Ideal Partner"—not someone you know, but someone you imagine. Let your mind flow with no controls. You might want to include: appearance, what you want to do, where you want to go, what you want to be, things you want to say, feelings and emotions.

JOURNAL NOTE: This is an excellent activity to write in your journal.

Think About:

- What were the best scenes in your fantasy?
- What did you allow to happen? What didn't you allow to happen? Why?
- Who was aggressive? Passive? Who showed the most emotion? Why?
- What emotions and feelings did you allow yourself to express? Not express? How intense were your feelings and emotions?
- Was there a lot of physical contact in your fantasy? Sex? Why or why not?
- Did you behave the same way in your fantasy as you behave in real life? Why or why not?
- Is there such a thing as an "ideal partner"? If you think there is, how would you find that person? If you don't think there is, does that bother you? Why or why not?
- Can you imagine yourself as someone else's "ideal partner?"
- If you are going out with someone, compare your fantasy to your relationship with that person. How are they alike? Different? What does the comparison tell you about your relationship with the person you're going out with? Does that make you unhappy or happy with your relationship? Why? Is there anything you want to change about yourself? The person you're going out with? If there is, what, why, and how can you change? What could you try first? Where could you get help? Do you think you could discuss this activity with that person? Why? What have you learned about yourself from doing this activity?

ASKING SOMEONE OUT

Sometimes we would like to ask someone to go out but don't because we are shy, think we might be acting too aggressively, are afraid, feel inadequate, or think we'll be turned down.

Think About:

- Should everyone have the right to ask anyone else to go out? Why?
- How do you feel when you ask someone to go out? How do you think the person being asked feels?
- If you are turned down, what do you do and how do you feel? How do you think the person that turned you down feels?
- If the person accepts, what do you do and how do you feel? How do you think the other person feels?

WHAT TO DO?

Planning what to do when you go out can be frustrating or exciting, depending on your approach to the problem. How do you plan what to do? Do you do a variety of things, or do you do the same things over and over again? If so, what and why? List.

Who usually has the ideas about what to do? Do you like it that way?

Act out (in front of a mirror or for other people) what usually happens when you go out. Then, act out three alternative ways your experience could have happened. Which do you think is best? Why?

DISAGREEMENTS

On a big piece of paper make a list of the disagreements you've had with a person you have gone out with. Next to each disagreement write:

Who got hurt
Who gave in
Who said "I'm sorry"
Who tried to make up
What you did and didn't do to try to solve the disagreement
What your partner did and didn't do to try to solve the disagreement
What changes you could make to prevent a similar occurrence

Now review the disagreements:

Are the disagreements similar? Why?
Is it always the same person who tries to solve the problem?
Have any of the solutions worked? Why?
What does this activity tell you about yourself? About your partner?

BREAKING UP

Situation: You want to break up with your partner.
Act out: What you would do to break up.

Think About:

- How you would tell someone you wanted to break up.
- How do you take into consideration your own feelings and your partner's?
- How do you feel if you're on the other end of the deal?

Act out what usually happens *after* you break up and ways of handling your feelings.

ATTITUDES TOWARD SEX

If you go into almost any bookstore (and even corner drugstores) these days, you'll find a lot of information on sex. There are sex manuals for men, for women, for young couples, and for senior citizens. There are careful photographs showing you what to do and how to do it. There are articles telling you how you should feel and how your sex partner should react. Local movie theatres make a fortune showing explicit sex movies, and pornography is big business.

What's your opinion of all this? What are your attitudes toward sex? Sex isn't just something you do with your body, you know. It involves values, feelings, and behavior. It is *one whole person* sharing and enjoying with *another whole person.*

These activities are meant to help you figure out your attitudes toward human sexuality, and how you feel about your own sexual experiences.

A hint: Try to be honest with yourself. . . .

SOCIETY'S INFLUENCE

JOURNAL NOTE: Be sure and write answers to some of these questions in your journal. It's a good way to figure out how you really feel.

Here are some questions that will get you started thinking about your attitudes toward sex. Many of the questions ask you to make value judgments — there are no "right" or "wrong" answers.

To express your feelings about these questions, you may want to make a collage, write a play, produce a puppet show, pantomime, or TV film, collect advertisements, tape conversations, or interview "the person on the street." Be creative!

What part do your values (morals) play in your decision to engage in sexual activity? Are your values the result of your sexual drives? Upbringing? Religious beliefs? Social pressure? Pressure from friends? Commitment to someone? Why?

Many people engage in sex without loving the other person. How do you feel about it?

What part has society played in your awareness of sex? How?

Do you think sex is healthy? Good? Clean? Bad? Trashy? Why?

Has society "condemned" sex? Why? Is anyone responsible? Explain.

Has society said there are no limits? Why? Is anyone responsible? Explain.

Who are society's sex idols? How did they get to be sex idols?

According to society, what is pornography? What do you think is pornographic? Should society have the right to censor pornography? Explain.

Does society have the right to put limits on our sexual actions? Why?

EXPRESSING YOURSELF PHYSICALLY

Write in your *JOURNAL* how you show someone physically that you like him or her. Include everything — smiling, winking, hugging, kissing, touching, having sexual relations, ...

Draw a chart like this one in your *JOURNAL*, and fill it in to fit *your* experiences.

HOW I EXPRESS MYSELF PHYSICALLY

The Situation	The person usually responds by	What I wonder about is
When I go out with someone who doesn't really excite me, I usually *(kiss the person good night)*	*(Kissing back)*	*(Whether the person will want more physical contact than I do)*
When I go out with someone for the first time who really excites me I *(smile, touch the person often, a lot of "eye contact")*	*(Doing the same thing)*	*(Whether the person is as attracted to me as I am to him or her)*
When I am physically attracted to someone, but am afraid to show it, I		
When I have been going with someone I really like for a long time I		

The Situation	The person usually responds by	What I wonder about is
When I am in love with someone and we are alone I		
When I am physically attracted to someone but don't love that person I		
When I am with someone who is physically attracted to me but I'm not attracted I		
When I am with the one person that I feel most comfortable and relaxed with I respond physically by		

The following questions are divided into two categories: one is for those who *have* had sexual relations, and the other is for those who *have not* had sexual relations.

Read and think about the questions that pertain to you. Then read the other category of questions and think about how you would respond to them.

If you feel comfortable doing so, discuss these questions with a close friend. Sometimes talking about things can help you understand more about yourself.

Have

1. How do you feel about the fact that you have had sexual relations?
2. What was you first experience like? How did you feel afterward?
3. Which of these words most closely describes your reaction to your first experience: terrific, exciting, disappointing, awkward, need practice, painful, blah, fantastic, awful?
4. What are your reasons for having sexual relations?
5. What is the most common attitude among your friends toward virginity? How much is your attitude determined by your friends?
6. How frequently do you have sexual relations?
7. What reasons have you given to someone you didn't want to have relations with? Do you feel they were valid reasons?
8. What do you think about before you have sexual relations? During? After?
9. Do you think that "love play" is important? Why?
   Do you think that "after play" is important? Why?

10. Did you have sexual relations because "it was the thing to do"?
11. Do you consider your sexual relations to be good experiences? Why? If not, what can you do to help make them better?

Have Not

1. What is the main reason you have not had sexual relations?
2. Are you proud or ashamed to admit that you are a virgin? Why? Does it matter what your friends think?
3. What reasons have you given to someone that you didn't want to have relations with? How did you feel? How did the other person react?
4. How do you handle your sex drive? Do you think the way you handle your sex drive is OK? Why?
5. Do you think you are mentally prepared to have a positive sexual experience? Why?
6. What are your expectations for your first sexual experience? Do you think your expectations are realistic?
7. Which one of the following reasons most nearly explains why you have not had sexual relations?
   I'm afraid I won't be good at it.
   I'm ashamed of my body.
   I would feel guilty (against my religion, my parents don't approve, people will talk about me).
   I just think it's wrong for me right now.
   I don't want to get pregnant or get VD.
   I haven't met anyone I want to have sex with.
   I would have to be in love with someone before I could have sexual relations.
   I'm afraid it will hurt.
   I don't think I should have sex just because "everybody's doing it."
   I think I'm too young.
   I haven't got time.
   I'm not interested in sex.
8. Can you think of a good reason why you should have sexual relations? What?

Questions for Everybody

1. If you prefer homosexual relationships are you comfortable with your preferences? Why?
2. If you prefer heterosexual relationships are you comfortable with your preferences? Why?
3. How did you learn "the facts of life"? Do you think the way you learned is a good way? How would you tell your own child about sex?
4. What is your opinion of masturbation? Should it be a substitute for sex relations with another person? Do you think that masturbation should stop if you are having a sex relationship with someone?
5. In your opinion, what is the difference between "making love" and "fucking"?
6. Do you think that the feelings of love between homosexuals are the same as the feelings between a man and a woman? Different? Why?

BIRTH CONTROL AND OVERPOPULATION

How much do you know about birth control? What is you personal opinion of each method: rhythm, condom, contraceptive foam, diaphragm, IUD (intra-uterine device), the "pill," sterilization? Which method would you choose if you needed a contraceptive?

Make a list of the methods and next to each write: how it works, how to use it, how reliable it is, what the dangers are, how much it costs, where you can get it, and how it might affect a sexual relationship.

If you have questions about any of these topics, here is a partial list of sources of information:

Planned Parenthood	Sex counselors
Doctors	Clergy
Clinics (VD, abortion, etc.)	Drugstore

One of the most serious problems facing the world today is overpopulation. Where are we going to put all the people? How are we going to feed them? Should birth control be taught in the schools?

Have a discussion with friends, doctors, population experts, welfare workers, your parents (you decide who), and try to find a solution to the problem.

Possible considerations:

Who should be responsible for birth control — men or women? Why?
What is your feeling about sex education? Who should teach birth control?
What is family planning? Is it a worthwhile idea?
What kinds of contraceptives are available?
What are the moral issues relating to birth control?
Should every woman have the right to have an abortion? Explain.
Should women have the right to make a decision for themselves to have an abortion?
Is it true that "the rich get richer and the poor have children"? Why?
Do people on welfare have more children than those not on welfare?
What are the dangers if we overpopulate the country? The world?
When should someone be sterilized? Explain.

PREGNANT AND NOT MARRIED

In today's world do women still feel guilty about being pregnant and not married?

Think About:

- What pressure does society put upon a woman who is pregnant out of wedlock? What can society do to help the woman? To help the man?
- What are the options for a woman who is pregnant?
- What responsibilities does a man (the father) have for a woman who is pregnant? What responsibilities does the woman have to the man?
- Where do you stand on the question, "Is sex before marriage morally right?" Give your reasons.
- Why do women in today's society (with contraception readily available) get pregnant when they don't want to?

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"REAL LIFE" DRAMA

Read the situations. Add situations if you like. Choose one, and give (or write) a short drama about what happens in each situation.

1. A woman pregnant, not married, comes to tell her parents. Parents don't get along with each other.
2. A woman pregnant, not married. The boyfriend wants to get married, but the woman doesn't want to have the baby. Parents want her to get married.
3. A woman pregnant, not married. Woman wants to abort, boyfriend doesn't care. Parents trying to understand.
4. A woman pregnant, not married. Woman wants to abort, boyfriend doesn't care. Parents don't believe in abortion.

LISTING PROBLEMS

Think of problems with sexual relationships that you are concerned about. Write each problem on a 3 x 5 card. Beside each problem write: a) Who you have asked for help; b) What they have suggested; c) Whether their suggestions have been helpful; d) Whether they have really understood your problem.

Let's say one of your problems is deciding whether or not to have an abortion. Plan what you would do by thinking about the following:

What are the facts about abortion? (How long can a person wait, is it safe, how long does it take, and so forth.)

What are your feelings about abortion?

How have society, religious beliefs, physical health, friends, family, and your partner influenced your decision? What influence does each have as you make your decision?

What restrictions are there on abortion in your state? Where would you have to go?

Would you consider an illegal abortion? Why?

What agencies are available to help you decide? Where can you find these agencies?

How could a doctor help you?

When you have problems, try our decision-making technique, and don't be afraid to ask for help.

THINKING ABOUT
GETTING MARRIED...

There's a suggestion floating around that the marriage laws in this country should be changed. Rather than have it easy to get married and more difficult to get divorced, the idea is that it should be tough to get married and easier to get divorced. That might force people to really think about what they're doing before they marry. Whether or not you agree, you'll have to admit that the marriage situation these days just "ain't what it used to be." Why, your chances of having a successful marriage are about 50-50! You'd think that people would stop getting married, but they're doing it more than ever.

One of the reasons for the problem it that there are tremendous financial, emotional, and social pressures on married couples today. But often people spend more time "being in love" than they do working out practical solutions to questions like how they're going to put food on the table.

Well, if you're thinking about getting married, or even if you're just curious, the activities in this section can help. They're not about falling in love and the "perfect" marriage, but about jobs, a budget, where and how you're going to live, how you will spend your time, and what's involved in parenthood. They're serious questions for a serious step in your life.

WHY GET MARRIED?

If you're thinking about getting married, you may want to consider these questions. (Read *all* the questions before answering.)

Mark the (✓) column if you have thought about the question but may not have decided about it for sure.

Mark the (X) column if you have already answered the question in your mind and feel good about it.

Mark the (O) column if you want to find out more about the topic before deciding.

Mark the (N) column if you haven't thought about the question before now.

✓	X	O	N	QUESTIONS
				Why have you decided to get married? Can you list your reasons?
				Did you consider one of the alternatives to marriage such as living together? Why did you decide against these alternatives? Can you list your reasons?
				What is your most important reason for getting married?
				Some reasons for getting married are: Because you're in love, plenty of sex, two can live as cheap as one, partner comes from a rich family, want to get away from home, pressure from parents, religious beliefs, to be able to spend more time together. Are any of these your reasons?
				What responsibilities will you have after you get married? Are you prepared to handle those responsibilities? How?
				What responsibilities do you have now that you aren't sure you can handle? Will you need help? If so, who can help you?
				How will your household be different from the one you grew up in? Do you know a family that lives the way you want to live?
				Have you considered alternate life-styles such as communes and coops? How do you feel about them? How does your partner feel about them?
				What are the advantages and disadvantages of people pooling their money and resources? Do you and your partner know people other than your families whom you might consider sharing resources with?
				How do you feel about having children? Are you prepared to be a parent?
				Is marriage a lifetime thing for you, or would you consider divorce if the going got rough? How does your partner feel about divorce?

What have your answers told you about yourself? Under which column have you put most of your marks? What do you need to check out? Are you willing to work on those things? Why or why not?

ABOUT A JOB

Think for a minute about the job you and/or your partner will have after you get married. It may not seem important now, but how people feel about their jobs has a tremendous affect on marriage. You can probably think of an example where job dissatisfaction ruined what might have been a good relationship. That doesn't mean you have to be crazy about your job, but it does mean that knowing you can handle it without putting a strain on your marriage is important.

Read the list below and fill in the blanks. Add anything else you think is necessary.

The reason I want a job is _____.
My interests are _____.
The things I do best are _____.
I feel _____ when I work closely with other people. I feel _____ when I work by myself.
I like jobs that require _____ (using my hands, doing research, doing artistic things, building things, communicating with people, etc.). I don't like jobs that require _____. My ideal job would be _____
_____.
Some experiences that I have had that would help me on the job are _____
_____.
Some things that are interesting to me but that I am afraid to try are _____
_____.
My education and my training for a job are _____
_____. I would be willing to get more training if _____.
I find out about job openings by _____.
I look for a job by _____.
The salary I need to live on is _____. The salary I expect is _____. The salary I am willing to accept is _____ because _____.
When I apply for a job I want to know about job benefits like _____
_____. When I fill out an application I _____
_____.
The way I get my courage up to go for an interview is _____
_____. When I interview for a job I anticipate such questions as _____. When an interviewer asks me questions I feel _____. The questions I will ask the interviewer are _____.
The specific requirements of the job I am interested in are _____
_____.

HELPFUL HINTS: Where to look for job openings

Want ads in the newspaper
Unemployment office
Personnel offices in large corporations, factories, universities
Placement services (There is usually a fee for this.)
Banks (The managers, not the cashiers, usually know what's happening in the neighborhood.)
Local businesses (The owners will be impressed by your assertiveness.)
Vocational counselors (They can help you find out what you're suited for.)
Friends (They will keep their eyes open for you, and you might be able to help them in return.)
Read the newspaper carefully! Sometimes you can find articles about local, state, or federal money that has been granted to an agency. Those agencies will have money to hire you!
Some placement agencies will show you how to fill out applications — better play all the angles.

IF YOU ARE GOING JOB HUNTING BE AT YOUR BEST!

SHELTER

What kind of shelter will you have after you get married? Fill in this chart to help you decide.

Directions:

1. Cross out any "Options" that are *not available* to you. Circle "Options" that *are available* to you. Add other possibilities to the list if you can think of them.

2. Under the column "Reason," say why you circled or crossed out options.

3. Look at the options you circled. Estimate (or actually find out) how much each of them would cost you, and write that down under the column headed "Cost."

4. Under the heading "What I Need To Know," fill in such things as: Is a lease required? What is the down payment? Is a deposit required? What is the interest rate? How much is the mortgage payment? What are the rules? What are the monthly payments?

5. Under "Neighbors," fill in the type of neighbors each option suggests and how you feel about those neighbors.

6. Think about the advantages and disadvantages of each option, and write your conclusions in the column "Best Bets."

Options	Reason	Cost	What I Need To Know	Neighbors	Best Bets
Country living					
City living					
Suburban living					
Boat					
Mobile Home					
House					
Apartment					
Living with another family					
Living with parents or inlaws					
VW microbus, van, or converted school bus					
Duplex					
Cabin					

Which options are realistic for your situation? Did you find that any of the options you crossed out are actually available to you? Why? Did you find that any of the options you circled are not available to you? Why? What do you need to know more about? Where can you get help?

My conclusion is that it is best for us to live _____ because _____.

HELPFUL HINTS: Where to look for shelter

Real estate agencies (Feel free to ask all the questions you want.)
Newspaper ads
Banks (Small loans department will know a lot about who is moving and what's available.)
Housing guides (These are very helpful. Look for them at newsstands and restaurants.)
College and university off-campus housing offices (A great source of information if there's a college nearby.)

WATCH OUT FOR THE FINE PRINT IN LEASES - READ THEM CAREFULLY!

BUDGET

Now think about the kind of budget you'll need when you get married. The following list will get you started toward making out a budget for one month. Add or subtract things to make the list suit your own needs. Try to estimate as best you can how much each item will cost. If you don't know, ask some married friends!

Our Budget For One Month	
Rent, mortgage payment, etc.	$ _____
Food	_____
Utilities (heat, gas, electricity, water, sewage)	_____
Installment payments (car, refrigerator, TV)	_____
Taxes (city, county, state, federal)	_____
Insurance (car, house, medical, life)	_____
Savings account deposits, Christmas fund	_____
Retirement fund (not Social Security deducted from your paycheck, but other that you pay yourself)	_____
Car expenses (gas, maintenance)	_____
Household repairs and maintenance (light bulbs, paper supplies, detergent, etc.)	_____
Personal items (cosmetics, shaving cream, toothpaste, personal hygiene, etc.)	_____
Telephone	_____
Laundry and dry cleaning	_____
Public transportation	_____
Meals away from home	_____
Health (doctor, dentist, pharmacy)	_____
School (tuition, books)	_____
Child care (babysitter, day-care center)	_____
Entertainment (hobbies, movies, parties, etc.)	_____
Trips (vacations, weekends)	_____
Miscellaneous (cigarettes, alcohol, candy, snack food, birthday presents, magazines, books, etc.)	_____
Reserve money for unexpected bills	_____
Total expenses for one month	$ _____
Gross income for one month	_____
Net income for one month (Gross income minus federal and state tax, FICA, retirement, and insurance — all those things deducted from your paycheck.)	_____

Are you spending more than you have? Why? Is your budget realistic? Why?

How do you spend the most money? Why?

Do you like the amount of money you spend for each item in your budget? Why?

How could you cut down on expenses?

Think About:

- Should money be a consideration when you think about getting married?
- How much money should you have when you start out?
- Does money really matter to you? To your partner? Why?
- Does money make you feel secure?
- What problems can money cause and how can you resolve them?

TIME

Have you thought about how you'll budget your time when you're married? Try pretending you're already married and have to budget your time. (Why not try living on a "married" schedule for a week? Think about your schedule. Was it realistic?) How would your relationship with your partner be affected by a tight schedule? How would being on a tight schedule affect you?

Imagine what it would be like if:

You were working two jobs, trying to do maintenance on your house, and your wife was pregnant.

You were a part-time student, did all the housework and cooked meals, and your husband was trying to start a business and needed your help.

You had two small children, worked full-time, and went to night school.

When would you spend time with your spouse? Have fun? Spend time with your children? Relax?

PARENTHOOD

More and more people are getting married and finding themselves parents right away. (For example, marrying someone who has children, having a baby very soon, or getting married because they're going to have a baby.) There are hundreds of books about being a parent to help you if you're in this situation. Just check your local library or bookstore. All the following questions can do is get you started thinking—and thinking hard!—about things you may not have considered.

- **How will you get to know your new partner with a child around?**
- **What are the added pressures that children put on a marriage? Time? Money? Energy? How will you handle these pressures?**
- **Do you really like kids, or don't you care one way or the other?**
- **What do you know about keeping a child healthy? What should kids eat? How much sleep should they get? What should you do to keep a kid from getting sick? What should you do when a kid gets childhood diseases like measles or chicken-pox?**
- **How much do diapers cost? Baby clothes? Medical costs? All the supplies, furniture, toys, etc., that you'll need?**
- **Do you know how you want to raise your child? How do you discipline a child? How do you show love? What's the most important thing you have to offer a child?**
- **Have you and your partner discussed how you're going to raise your child? Do you agree or disagree with each other? Why?**
- **Do you think you'll make a good parent? What are you worried about? To whom can you go for help?**

These questions aren't meant to make you panic. But if you discover that you need more information and maybe some guidance, here are a few places that can help.

Doctors, public health clinics, nurses, dentists. (They can answer your questions about health.)

Day-care centers, experienced babysitters, coops. (For child care, if you'll be working.)

Government support. (If you're really low on money, federal agencies will give you assistance for your children.)

Marriage counselors, social workers, therapists. (If you're having trouble figuring out how to handle the situation.)

Parents, relatives, friends. (You may not agree with them, but listen—you may learn something useful.)

Clergy. (They often have practical suggestions based on long experience working with families.)

PAROLED AND FREE ?

It is difficult for someone who has not been behind bars to imagine what it's like not to be free. Most of us take our freedom for granted. We can go where we want, do what we want, say what we want. Or can we? What is "freedom" anyhow?

For a parolee, figuring out what "freedom" means is even tougher. There are many pressures to handle, and a lot of feelings (usually bad ones) to sort out. Often a parolee discovers that being "on the outside" doesn't mean freedom after all. How can somebody on parole feel good about being free in a society that seems to put up roadblocks at every turn in his or her life?

This section is about what happens to people when they are paroled. It talks about the meaning of freedom, about how it feels to be on parole, and ways to handle the problems that every parolee faces.

Just as there is no way to tell someone who hasn't been in jail exactly what it's like, there's no way to explain to someone in jail how it is "on the outside." But maybe this section can start you thinking, and that's the first step to understanding!

No man is free who is not master of himself.
Epictetus

THE MEANING OF FREEDOM

People who are in jail or in a reformatory usually think that they will be "free" when they get out. They certainly won't be confined to a certain place without the option to leave. But is that freedom? A lot of people who have to go to a job every day think that it is just like being in jail. What is the difference for you?

Think about the statements below, and put a (✓) next to the ones you agree with, and an (X) next to those you disagree with. Fill in your reasons for each choice in the column on the right.

(✓) or (X)	Statements	Reasons
	People who are in jail are not free to do anything they want to do.	
	Being on parole is the same as being free.	
	Working a job that you don't like because you have to have the money is like being in jail.	
	Freedom means you can go where you want to, do what you want to, say what you want to, and be friends with anybody you want to.	
	On parole you are not free, because you still have to do things you don't want to do.	
	On parole you're not free because somebody is always around to check on you.	
	If you're married you're not free, because you always have to think about somebody else.	
	Going to school is like being in jail, because you have to do things you don't want to do.	
	The thing that would bother me the most about being in jail would be not seeing my friends.	
	The thing that would bother me the most about being in jail would be the lack of privacy.	
	The thing that would bother me the most about being in jail would be not being able to move around and go where I wanted to.	
	There is no such thing as being free, in jail or out of jail.	
	I don't like people telling me what to do — in jail or out.	
	If you feel free in your mind, it doesn't matter where you are.	
	Everybody wants to be free, but nobody ever is free.	

Think About:

- What does "freedom" mean to you?
- What is the difference between being in jail and being "outside"?
- What is the difference between being on parole and being off parole?
- Do you think that you will ever be completely free to do what you want?
- Do you think anybody is completely free?
- If everybody in the world were free to do exactly what they wanted to, what do you think the world would be like? Should the U.S. have let Hitler do exactly what he wanted to? Charles Manson? Al Capone?

RETURNING TO CRIME

Probably the biggest problem for people who have been in jail (and for those who are trying to help them) is that many ex-inmates will commit crimes again and be returned to jail. Since jails are not exactly like staying in a Hilton Hotel, doesn't it seem strange that someone who has been there would want to go back? Maybe it's like people and smoking — they know they should quit, but it's always the "other guy" who gets caught developing cancer, not them. How would *you* solve the problem of getting ex-inmates to "quit" crime?

Think about the following list of people who care what happens to parolees. Pretend that you are each one of them in turn, and that you want to help a parolee who may return to crime. What would you do? What would you say? (If you have trouble pretending, think about your own experiences — both good and bad — with similar people. Have any people like these helped you? If so, how? If not, what could they have done?)

JOURNAL NOTE: If you like to write, try writing a play about a parolee who is trying to stop committing crimes.

Psychologist
Juvenile judge
Teacher
Prison official
Parent
Friend
Case worker
Parole officer
Community leader
Clergyperson
Brother or sister

Think About:

- Which one of the people on the list do you think would be the most helpful? The least helpful?
- What don't you like about any of these people? Why do you feel that way?
- When you have actually met a person who has one of these jobs, how did you react? Did you respect that person? Not respect? Why?

Then make a list of the ways you would try to help an ex-convict "go straight." List your ideas in order of importance — number 1 will be the most important way to help, number 2 the next most important, and so forth.

How are your ways to help different from the ways of the people on the list? Explain.

PAROLEE PROBLEMS

Look at the following list of items that some ex-inmates have listed as things that they have had problems with when they first returned to the "outside." (These ideas are from a book called *Paroled But Not Free*, by Erickson, Crow, Zurcher, and Connett, published by Human Sciences Press, 1973, pp. 67-68.)

Locating a job
Job training
Education
Transportation
Clothes
Housing
Medical/dental
Leisure/recreation activities
Legal assistance
Privacy
Getting help with emotional problems
Belonging
Self esteem — feeling good about oneself
Avoiding being self-destructive
Wanting parole officer to be concerned
Religious — helping or confusing
Wanting to avoid antisocial behavior
Wanting to help others
Acceptance from others
Friends
Relationship with wife or husband
Family

NOTE: DON'T EXPECT SOLUTIONS TO ALL YOUR PROBLEMS! SOMETIMES YOU HAVE TO LEARN TO LIVE WITH THE IDEA THAT SOME THINGS YOU CAN HAVE AND OTHERS YOU CAN'T.

Now make your own list of items (imaginary or real) that you think are problems for you.

Compare your list to the list given here. Make a *new* list, combining your list with the one given. Now arrange the new list according to importance. Next to each problem, try and write *possible solutions*.

For example:

I Need	Problems	Possible Solution
A job	No skills	Get training
	Won't hire ex-convict	Look somewhere else
	Do not have appropriate clothes	Borrow clothes temporarily. Go to Goodwill and don't let too much pride get in the way.

Think About:

- Would you be willing to take a risk and trust others by writing a letter to the local newspaper explaining these needs and concerns? Why? If you said "no" because "no one cares" or "no one would listen" or "no one would print my story", then what is *your* responsibility to yourself, the community, and to society?
- What are your definitions of hope, of risk-taking, and of trusting people? Why do people hope, risk, and trust?
- Can you exist in life without hope? Risks? Trust? Give examples for your answers.

MIDDLE HAVEN:
A MODEL COMMUNITY

This last section is your chance to pull together all the new ideas you have gotten from *Wavelengths* and have fun with them. It's time to use your imagination and CREATE.

Just suppose for a minute that there actually is a place like

MIDDLE HAVEN

Middle Haven is a town where people who have been in trouble with the law can go to "get it all straight." It's a sort of training ground to help people learn what society is all about so they can figure out how they want to live when they go back to the "outside world."

Middle Haven isn't real life. (At least not yet!) But when you read the pages that follow you'll see that it's realistic. It might work. And that's the way to approach this activity. See if you can figure out how Middle Haven could really happen.

It's important to read everything that follows before you start. You'll find directions and some questions to think about while you're creating Middle Haven, and enough information about how Middle Haven might work to get you started.

HAVE FUN AND TAKE YOUR TIME

NOTE: This section works best as a group activity. Learning how to get along with other people is what Middle Haven is all about.

DIRECTIONS

How To Do This Activity:

1. READ EVERYTHING FIRST. You will find that there are Statements about Middle Haven in CAPITAL LETTERS, followed by Questions relating to each Statement. Think about the Statements and Questions before you start working with others in the group. Also try and keep the "Questions To Think About As You Read" in your mind. They will help you get an overall picture of how you feel about Middle Haven so you'll be ready to discuss it with the group.
2. AS A GROUP, discuss Middle Haven. Add any facts, information, or questions that you might have to what has already been given.
3. Then, EACH PERSON IN THE GROUP should express opinions freely, and make recommendations about Middle Haven.
4. AS A GROUP, make decisions and come up with an idea of how Middle Haven should be set up.
5. Finally, DISCUSS AS A GROUP the "Questions To Think About As You Read" to see if you can answer them.

How To Work In A Group:

1. Be sure and remember that what you are worth as a person is separate from what stand you might take on any issue about Middle Haven. Don't get up tight if people disagree with you — they may not like your idea, but that doesn't mean they don't like you!
2. Groups are hard to work in. There is usually a bully, a leader, a quiet one, a "BS-er," an agreer, a disagreer, a defender, and a compromiser. (By the way, which are you?) It's up to all of you to see that everybody gets a chance to talk, and try to respect the different values you'll find in the group. Hurting somebody else's feelings isn't what working in a group is all about. A group should be able to get something done.
3. Sometimes the group will disagree and you'll have to settle for a "split decision," just like what happens in the Supreme Court. That means that if seven people feel one way and six people feel another way, the group will have to accept that and not try to pressure everybody to think the same way.

Questions To Think About As You Read:

1. What are the strong points of Middle Haven? List.
2. What are the problems with Middle Haven? List.
3. How is Middle Haven like the real world? Not like?
4. Would you become a candidate for Middle Haven?
5. Could you live in Middle Haven as it is set up?
6. What would be the value of living in Middle Haven?
7. How would living in Middle Haven prepare you for living in the "outside world"?
8. What could you learn about yourself and others from living in Middle Haven?
9. Do you think this proposed plan would work? Why? Give details.
10. How can you learn to work within a system? Do you have to sacrifice who you are to live in a system? Explain.
11. What is the *single* most important thing you learned from this activity? Explain your reason.

MIDDLE HAVEN

Background Information. Middle Haven is for people who have been sentenced to prison or a reformatory, or are on parole. It has rules and regulations just like any other community, and governs itself. All residents of Middle Haven (including staff) will be restricted to the premises, except for a certain number of "Passes," to be determined by those elected to govern the community. Middle Haven has borrowed money to get started and has to pay that loan back in a certain length of time. Everyone in the community works to help pay back the loan. Middle Haven is as self-sufficient as possible — almost everything that the people of the community need for survival they provide for themselves.

SETTING: MIDDLE HAVEN IS LOCATED IN AN AREA AWAY FROM A TOWN, BUT CLOSE ENOUGH IN CASE OF EMERGENCY, WITH ENOUGH LAND TO PROVIDE RESIDENTS FREEDOM OF MOVEMENT.

Questions:

How large an area would you need? Where would you look for a site for Middle Haven? Federal homestead? Farmland? State property? Ghost towns? Repossessed land?

What problems would there be in acquiring land for the community? How could people get together to help?

What do you think the attitudes of the local townspeople would be, knowing that Middle Haven would be in their area? Explain. How can attitudes be changed? How can people work together?

SCREENING COMMITTEE: THE DUTY OF THE SCREENING COMMITTEE IS TO DECIDE WHO SHOULD LIVE IN MIDDLE HAVEN.

Questions:

Would you agree that the screening committee should be composed of:

- a psychologist
- an ex-offender's parents
- an ex-offender
- a young adult
- a parole officer
- an educator
- a law official
- a laborer
- a social worker
- a clergyperson

Why or why not? Who would you recommend? Explain your reasons. How many people should be on the committee? How long should they serve on the committee?

Should there be equal representation of ethnic and sex groups? Why? How would you decide if a person was qualified to be on the committee?

POSSIBLE RESIDENTS: ANY INDIVIDUAL WHO IS IN JAIL, IN A REFORMATORY, OR ON PAROLE CAN ASK TO BE CONSIDERED BY THE SCREENING COMMITTEE AS A POSSIBLE RESIDENT.

- **NO ONE WILL BE DISCRIMINATED AGAINST BECAUSE OF CREED, RACE, SEX, OR AGE.**
- **ANYONE WHO WOULD DO BODILY HARM TO ANOTHER WILL NOT BE CHOSEN.**

- **ANYONE WHO IS HONESTLY INTERESTED IN TRYING TO WORK OUT HIS OR HER PROBLEMS WILL BE CONSIDERED.**
- **ANYONE WHO IS DISCOVERED TRYING TO CON OR MANIPULATE OTHERS FOR THE PURPOSE OF GETTING INTO MIDDLE HAVEN BECAUSE HE OR SHE FEELS IT WOULD BE AN "EASIER LIFE" WILL NOT BE CONSIDERED.**

Questions:

How should the residents be selected? Explain your reasons.
How should a possible resident be evaluated? Give examples.
How would an evaluation show that a person is not acceptable as a resident? Give examples.

INTERVIEWS: POSSIBLE RESIDENTS WILL APPEAR BEFORE THE SCREENING COMMITTEE FOR INTERVIEWS. THEY WILL BE ASKED QUESTIONS AND GIVEN AN OPPORTUNITY TO ASK THE COMMITTEE QUESTIONS. A PERSON MAY CHOOSE TO BRING SOMEONE ALONG TO THE INTERVIEW TO HELP PRESENT HIS OR HER CASE.

Questions:

Where should the interview take place?
What would be the advantages and disadvantages of bringing someone to the interview? Who would you choose to bring to the interview? Why?
What questions do you think the screening committee should ask? What questions would you ask the screening committee?
How honest and open would you be with the screening committee? How honest and open do you think they would be with you?
How do people con and manipulate others? What is the value? Why?
How do you react to authority? Explain. How much power do you think someone with authority has over you? Explain.
If the screening committee asked you to take certain tests, how would you feel? What is the value of tests? Explain. Would you take the tests? Why?

TRIAL PERIOD: THE SCREENING COMMITTEE WILL THEN ASK A POSSIBLE RESIDENT TO LIVE IN MIDDLE HAVEN FOR A THREE-WEEK TRIAL PERIOD. (IF A PERSON WISHES TO WITHDRAW FROM BEING CONSIDERED AT THIS STAGE, HE OR SHE MAY DO SO.) A STAFF MEMBER WORKING IN MIDDLE HAVEN, AND A PERSON WHO HAS ALREADY BEEN ACCEPTED INTO THE COMMUNITY WILL BE RESPONSIBLE FOR THE POSSIBLE RESIDENT. ONE MEMBER OF THE SCREENING COMMITTEE WILL STAY IN CONTACT WITH THE REPRESENTATIVES OF THE COMMUNITY AND THE POSSIBLE RESIDENT. THAT PERSON WILL ALSO KEEP OTHER SCREENING COMMITTEE MEMBERS INFORMED.

AT THE END OF THE THREE-WEEK TRIAL PERIOD THE SCREENING COMMITTEE, THE TWO REPRESENTATIVES FROM THE COMMUNITY AND THE POSSIBLE RESIDENT WILL MEET. THEY WILL REVIEW AND DISCUSS THE EVALUATIONS, AND VOTE ON WHETHER OR NOT THE PERSON IS ACCEPTED. ANY MIDDLE HAVEN RESIDENT MAY ATTEND THE MEETING TO EXPRESS AN OPINION. HOWEVER, THEY WILL NOT HAVE VOTING PRIVILEGES.

Questions:

What do you think the responsibilities of the staff member should be to the possible resident? Give reasons. Do the same for the individual who has already been accepted into the community.

What should be the responsibilities of the possible resident (to self, to others, to the community)? Give reasons.

Who should be responsible if the possible resident does not abide by the rules during the three-week trial at Middle Haven? Should the person be expelled immediately? Explain.

Do you think that members of the community should be allowed to express their opinions of the possible resident? Why? Should they be allowed to vote? Why?

Is discussing the evaluation with the possible resident useful? Explain. Do you feel that there are some things that should be kept from the possible resident? Explain. How would you want to be evaluated? How do you evaluate others? How would you evaluate a possible resident of Middle Haven? Who would you allow to vote on a possible resident? Public vote or private? Why?

If the person is rejected, should he or she be allowed to appeal? Why? How do you think the person would feel when rejected? How do you feel when you are rejected? How do you act?

CONTRACT OF COMMITMENT: AFTER THE PERSON HAS BEEN SELECTED AND ACCEPTS, HE OR SHE SIGNS A CONTRACT OF COMMITMENT TO LIVE IN MIDDLE HAVEN FOR ONE YEAR. THE SCREENING COMMITTEE AND THE TWO REPRESENTATIVES SIGN THE CONTRACT.

Questions:

What do you think of making a commitment for one year? How long would you like the commitment to be?

What is the value of signing a contract? Explain. What would you have the contract say?

What does commitment mean to you? Give examples. What responsibilities go along with commitment? When someone makes a commitment to you and doesn't follow through, what do you do? How do you act?

A FRIEND: ONE OF THE TWO REPRESENTATIVES FROM THE COMMUNITY WILL BEGIN TO HELP THE NEW RESIDENT ADJUST TO THE ENVIRONMENT. FOR TWO WEEKS, THE NEW RESIDENT WILL GET TO KNOW OTHERS IN MIDDLE HAVEN IN ORDER TO FIND A FRIEND. THAT FRIEND WILL HELP THE NEW RESIDENT WITH ANY PERSONAL PROBLEMS DURING THE STAY IN MIDDLE HAVEN. AT THE END OF THE TWO-WEEK PERIOD A DECISION ON A FRIEND MUST BE MADE.

Questions:

What would be the advantages and disadvantages of having a friend? List.

Would you want a friend? Explain. What could you offer to a friend? What could the friend offer?

What type of people do you like? Dislike? How do you learn to get along with others?

How do you think the new resident will go about finding a friend? How would you find one?

SHELTER: SHELTER WILL BE PROVIDED FOR EACH RESIDENT (A HOME, A ROOM, OR AN APARTMENT). THE RESIDENT WILL BE RESPONSIBLE FOR PAYMENT.

SPOUSES MAY LIVE TOGETHER
CHILDREN MAY LIVE WITH THEIR PARENTS
CHILDREN MAY LIVE WITH A SINGLE PARENT

INDIVIDUALS OF OPPOSITE SEX MAY NOT GENERALLY LIVE TOGETHER. HOWEVER, A COUPLE MAY PETITION THE COMMUNITY TO BE ALLOWED TO LIVE TOGETHER, AND THE RESIDENTS WILL VOTE ON WHETHER OR NOT TO LET THEM DO SO.

Questions:

What life-styles have you experienced? Roommate of the same or opposite sex? State institutions? Commune? Two parent family? Single parent family? Foster home? What was it like? What is your life-style now? What type of life-style would you like to try that you have not experienced? Why?

List the problems of letting a resident bring a spouse to live in Middle Haven. List the advantages.

Would it be important to allow parents to bring children to live in the community? Why? How would that affect others who are childless? Why? How would it affect the children themselves? Why?

List the advantages and disadvantages of children living in Middle Haven. What would you suggest?

Should single people of opposite sex be allowed to live together? Explain.

What attitudes do you think people outside Middle Haven would have toward the living arrangements? Since it is close to another town, do you think public support from the townspeople is important? Why?

STAFF: THE STAFF WILL APPLY TO BE ADMITTED TO MIDDLE HAVEN IN THE SAME WAY AS THE RESIDENTS. (SEE "SCREEENING COMMITTEE," "INTERVIEWS," "TRIAL PERIOD," "CONTRACT OF COMMITMENT.") THEY WILL BE GOVERNED BY THE SAME RULES AND REGULATIONS AS EVERYONE ELSE.

RESIDENTS OF MIDDLE HAVEN WILL REVIEW THE NEEDS OF THE COMMUNITY AND SELECT STAFF MEMBERS ACCORDING TO THE SKILLS NEEDED. STAFF MEMBERS SHOULD BE TRAINED AND EXPERIENCED. THEY SHOULD NOT REQUIRE INSTRUCTION FOR THEIR JOBS AT MIDDLE HAVEN.

INDIVIDUALS WHO HAVE BEEN RESIDENTS WILL BE ENCOURAGED TO BECOME STAFF MEMBERS.

Questions:

Which of the following would you include on the staff of Middle Haven?

Teacher
Special skills trainer (office machines, carpentry, plumbing, etc.)
Dietition
Psychologist
Doctor
Nurse
Job placement advisor
Dentist
Pharmacist

Social worker
Lawyer
Clergyperson
Administrators (business manager, city planner, banker, etc.)
Architect
Farmer
Police officer
Marriage counselor
Researcher and/or evaluator
Parole officer

Decide which ones would be necessary in Middle Haven. Which jobs can the residents do themselves? Which ones would the residents be able to learn without acquiring a staff member?

Do you think it's a good idea to have residents become staff members? Explain.

Do you think it's a good idea for staff members to have the same rules and regulations as the residents? Explain.

Do you think senior citizens would be good staff members? Explain.

COUPONS: COUPONS WILL BE USED INSTEAD OF MONEY IN MIDDLE HAVEN. NO REAL MONEY WILL BE EXCHANGED. COUPONS WILL BE GIVEN TO RESIDENTS UPON ENTRY INTO THE COMMUNITY. THE AMOUNT WILL BE EQUIVALENT TO THE AVERAGE INCOME PER FAMILY MEMBER IN THE STATE WHERE THE COMMUNITY IS LOCATED.

COUPONS WILL BE EARNED AS SALARY FOR A JOB PERFORMED. EVERYONE IS REQUIRED TO HAVE A JOB WITHIN THE COMMUNITY. COUPONS WILL BE USED FOR PAYMENTS AND FOR PURCHASING NECESSITIES. COUPONS WILL BE CONVERTED TO "REAL" MONEY WHEN THE RESIDENT LEAVES THE COMMUNITY. THE AMOUNT WILL BE BASED UPON THE AMOUNT THE RESIDENT HAS SAVED AND ON NEED.

BANK: A BANK WILL BE PROVIDED AND WILL OPERATE UNDER FEDERAL AND STATE BANKING LAWS. EACH RESIDENT WILL HAVE A CHECKING ACCOUNT AND SAVINGS ACCOUNT FOR COUPONS. A LOAN DEPARTMENT AND OTHER COMMON BANK DEPARTMENTS WILL BE AVAILABLE. REAL MONEY FROM OUTSIDE THE COMMUNITY WILL BE DEPOSITED IN THE BANK. NO "REAL" MONEY MAY BE WITHDRAWN WITHOUT THE CONSENT OF THE FINANCIAL ADVISOR.

FINANCIAL ADVISOR: WILL MEET WITH EACH RESIDENT TO PLAN A BUDGET, AND WILL BE AVAILABLE FOR CONSULTATION AND SUPERVISION.

Questions:

What does money represent to you? How do you feel when you have money? When you don't? How do you spend money? Do you budget? Why? Do you save? Why? How would you plan a budget? Explain. Is it important that the residents of Middle Haven experience the same expenses as they would outside the community? Explain in detail. If you were the financial advisor, how would you suggest the coupons be spent? Design the coupons. How would you avoid counterfeits? What is the purpose(s) -

of having a coupon system?

of giving each resident a certain number of coupons upon entry into the community?

of residents working to earn a salary (coupons)?

of not allowing "real" money to be exchanged within the community?

of having a banking system?

of having each resident make a budget?

of having a financial advisor?

of converting coupon savings to "real" money upon leaving?

of not allowing an individual to withdraw "real" money without the consent of a financial advisor? When do you think a financial advisor would give consent?

What could the residents learn from this method? What could you learn? What are the problems? What recommendations would you make?

WORK: EVERY RESIDENT WILL BE REQUIRED TO WORK IN MIDDLE HAVEN, AND A SALARY IN COUPONS WILL BE EARNED.

Questions:

Here is a list of possible jobs in Middle Haven.

(Also see staff job list.)

Farming (grains, vegetables, meat, dairy products)
Fishing
Secretary, switchboard operator, keypunch operator, typist
Bank teller, loan officer
Police officer, dispatcher
Mechanic (refrigeration, auto, air-conditioning)
Machinist
Welder
Mason
Printer
Furniture maker
Upholsterer
Repair person
Mail Carrier
Beautician, cosmetologist
Barber
Carpenter, electrician, plumber, janitor
Cook
Waitress, waiter
Hostess, host
Dishwasher
Retail merchants (clothes, hardware, appliances, food, housing, etc.)
Landscaper

Gardener
Artist
Writer
Musician
Medical aide
Medical technician
Dry cleaner, launderer
Gas station attendant
Babysitter, day care center manager

What other types of work should be included? Give reasons. Should any be eliminated? Explain.
Why should everyone be required to have a job?
How would you start a work project?
What should the salary be of each job on the list?
What motivates an individual to work? Make a list. What motivates you to work?
Do you ever take a job just to have a job? Why?
What would you do if a resident didn't want to work? Give examples.
What should be done when there is a "morale problem" at work? How do you treat others at work? How do you like to be treated?
If a resident is skillful and capable of managing a job, should a staff member be required to be present? Explain in detail the advantages and disadvantages.

GOVERNMENT: MIDDLE HAVEN WILL ABIDE BY STATE AND FEDERAL LAWS. THE RESIDENTS AND STAFF WILL ELECT GOVERNING OFFICIALS, WHO WILL MEET ONCE A WEEK. AN EMERGENCY SESSION MAY BE CALLED AT ANY TIME BY ANY GOVERNING OFFICIAL.

THE RESIDENTS, STAFF, AND GOVERNING OFFICIALS WILL SET UP RULES AND REGULATIONS FOR MIDDLE HAVEN, INCLUDING WAYS TO DEAL WITH THOSE WHO DO NOT ABIDE BY THE RULES.

ALL MEETINGS OF THE GOVERNING OFFICIALS WILL BE OPEN FOR ANYONE TO ATTEND.

Questions:
Who should be the governing officials? Why? How should they be chosen and how long should they serve? Should anyone serve permanently? Why? What should be the authority and powers of the governing body? What positions should there be within the governing body?
Decide on the process for formulating rules and regulations to govern the community. Formulate the rules and regulations.
Devise a procedure for amending rules and regulations.
Write a plan for dealing with those who break the rules and regulations.
Provide for a means of enforcing the rules and regulations.
In your opinion, is it important to have rules and regulations? List your reasons. Is it important to have a government? List your reasons.
What does democracy mean to you?
How do the city, state, and federal systems work to promote democracy?

Do you live in a democratic system? Explain your answer.
What happens to you when you do not obey rules and regulations? Give examples. How do you feel?
Are we all guilty of breaking rules and regulations? Why? Are some rules and regulations "designed to be broken"? Explain.
Is meeting once a week enough to deal with the governing of the community? Explain. What kinds of business should transpire within the sessions? Should all meetings be open? Why? If you said no, what meetings should be closed?
Should alcohol and drugs be allowed in Middle Haven? Explain you answer.

EDUCATION: COURSES WILL BE OFFERED DURING THE DAY AND EVENING FOR RESIDENTS WHO WISH TO CONTINUE THEIR EDUCATIONS. RESIDENTS WILL BE PAID IN COUPONS FOR ATTENDING SCHOOL. HOWEVER, THEY STILL WILL BE EXPECTED TO WORK. SPECIAL PROGRAMS, BASIC SKILLS CLASSES, CREATIVE ARTS PROGRAMS AND A WEEKLY NEWSPAPER WILL BE A PART OF THE EDUCATION PLAN. TEACHERS, COUNSELORS, AND MENTAL HEALTH PERSONNEL WILL HELP RESIDENTS PLAN THEIR COURSES OF STUDY. THEY WILL ALSO HELP WITH PROBLEMS, AND TUTORS WILL BE AVAILABLE.

Questions:

What type of courses should be offered? For example:

Reading	Painting/drawing	Mechanics
Math	Designing	Child care
Drama	Language arts, writing	Nutrition
Pottery	Farming	Family relations
Body movement	Ethnic appreciation	Music
Languages-English, Spanish, other		Law

List other courses you think would be important.
What special programs should be offered? GED? Consumer ed? Vocational training? List other programs that would be important.
Design a lesson plan for one week for a subject that you would like to see taught.
How would publishing a community newpaper help everyone? Not help? What should be in the newspaper? Write a sample page for the community newspaper.
Set up a tutoring program for residents.

HUMAN RELATIONS: TWICE A WEEK RESIDENTS WILL BE REQUIRED TO MEET IN SMALL GROUPS FOR A THREE HOUR "RAP" SESSION. PART OF THE TIME WILL BE STRUCTURED WITH PLANNED TOPICS FOR INTERACTION AND PART OF THE TIME WILL BE OPEN DISCUSSION OF PERSONAL PROBLEMS. PRIVATE SESSIONS WILL BE AVAILABLE FOR RESIDENTS OR STAFF MEMBERS.

Questions:

What planned topics do you think would be helpful? Ways to handle problems? Valuing? Decision-making? Expressing and dealing with

feelings, emotions, and behavior? Responsibility? Communicating? Learning to accept and live with self and others? How to work with change? Leadership, following authority? Success, failure? What topics would you add? List them. What topics would you eliminate?

What personal problems do you think residents might have? Staff? Why?

What is the purpose of "rap" sessions? Explain how "rap" sessions could be a waste of time, then how they could help. How can you determine the value of "rap" sessions? Explain by giving examples.

How should a small group be constructed? Ages? Sex? Number? Who should lead the small groups? Why?

How do you learn to trust? What usually happens to you when you trust someone? Explain. How do you usually react when someone trusts you? Explain. What does risking mean? Give several examples.

OTHER THINGS TO CONSIDER

Blueprint:

Create a layout for the community by adding to or combining the following facilities:

Store
Apartments
Homes
Community center
Bank
Places for various jobs
Grocery
Restaurant
Classrooms
Day-care center
Recreational facilities
Creative arts facilities
Newspaper
Offices
Laundry and cleaners
Infirmary
Land to farm

Recreation:

Plan a recreational program, including activities for all age groups. Decide how important physical activities are and whether residents should be urged to participate every day, twice a week, or once a week. Include a list of necessary equipment.

ACKNOWLEDGEMENTS

Massachusetts State Department of Education, Division of Special Education.

Education Collaborative for Greater Boston.

CORE Personnel:

Norman Christiansen, Consultant, Correctional Facilities.
Helen Drew, Clerk Typist.
Wendy Kohler, Consultant, Parent Intervention System.
Kenneth Markarian, Graduate Assistant, Conference Coordinator.
Viviane Wailgum, Secretary.
Janis Wertz, Youth Intervention Coordinator.
Leah Hutten, Research & Evaluation.